

Limberg, I.A.  
1948

Service Paper

The interrel. of personal and social problems

Inez And

The Interrelation of Personal and  
Social Problems

Thesis --Master of Education  
July 15, 1948



BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

LIBRARY

Ed.  
Service Paper  
himberg, I.A.  
1948

The Gift of Inez A. Limberg

stored



Ed.  
Service Paper  
Limberg, I.A.  
1948  
stored

BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Service Paper

THE INTERRELATION OF PERSONAL AND SOCIAL PROBLEMS

Submitted by: Inez Anderson Limberg

(A.B. in Economics, University of California at Berkeley, 1925)

In partial fulfillment for the degree of  
Master of Education - 1948

First Reader: William H. Cartwright,  
Assistant Professor of Education

Second Reader: Charles L. Peltier,  
Instructor in Education



School of Education  
Gift of I. A. Kimberg  
August 7, 1948  
29762.



## TABLE OF CONTENTS

### I INTRODUCTION

Adjustment to Individual and Social

Factors-----Page 1

Personality Development----- " 2

### II SURVEY OF INSTRUCTION IN PERSONALITY

DEVELOPMENT----- " 20

### III SUMMARY

UNESCO Recommendations----- " 35

Conclusions----- " 36

### IV BIBLIOGRAPHY----- " 38

### V THE UNITS----- " 44

Unit I, Personal Adjustment----- " 47

Bibliography----- " 82

Unit II, Prejudice----- " 83

Test A----- " 96

Test B----- " 116

Bibliography----- " 128



Digitized by the Internet Archive  
in 2016 with funding from  
Boston Library Consortium Member Libraries



## CHAPTER I

### INTRODUCTION

Adjustment to Individual and Social Factors. A universal need is the ability to solve personal problems. To do this it is essential to develop insight into behavior causes and recognize the interrelation of individual and social problems. Personality is developed in making adjustments to the environment, physical and social, into which the individual is born--if it is favorable to healthy development, wholesome conduct patterns evolve; if it is unfavorable to healthy development, it warps the personality and creates personal difficulties. Just as physical well-being is dependent on adjustment to the group so emotional or mental health requires similar adjustment. Personal growth is stimulated by attitudes and habits that help the individual meet the requirements of his environment. Many personal problems arise out of unhealthy social conditions which prevent large numbers of people from living effective lives. In their study of the effect of caste and culture on the personality development of Negro youth in the urban south, Davis and Dollard declare: "Only a vested societal interest in caste can account for the established dogma that most Negroes are completely 'accommodated' to their caste status and that







they are simple-natured, childlike beings with childish needs. It is necessary for the society to inculcate strong defensive teachings of this kind to prevent general human recognition of the basic deprivations and frustrations which life in a lower caste involves. But it is certain that the sting of caste is deep and sharp for most Negroes."<sup>1</sup>

There is common agreement among psychologists that basic factors in personality development include opportunities for security, success and love or goodwill. Much of human behavior is in response to the relative demands of these psychological drives --the type of satisfaction being determined by the milieu in which the individual finds himself. Sherman writes: "Psychological reactions commonly observed in man are recognition, prestige, security and activity. In a socially competitive world everyone desires some form of recognition. The more complex and more competitive the environment the greater the number of desires and therefore the greater the number of frustrations. Conflicts are at the basis of many deviations of behavior...The concept of the function of conflicts in determining both normal and abnormal behavior has been a significant contribution to the understanding of human

1

Allison Davis and John Dollard, Children of Bondage, Washington: American Council on Education, 1940, p. 289.







action. Every experience leaves its imprint upon our personalities and affects our attitudes and our reactions toward future conditions.<sup>1</sup>

Attitudes are acquired so early in life and so unconsciously that the individual comes to think of them as inherent. Because behavior tends to be determined by the strongest drive in the personality, judgment is easily influenced by emotion. Much of what a person does is determined by irrational or rationalized attitudes that leave him unaware of the real motives underlying actions. Jung observed "much of the evil of the world is due to the fact that man is hopelessly unconscious...It is also true that with increasing insight we can combat this evil at its source in ourselves."<sup>2</sup>

Sherif, a Turkish student working first at Ankara, then at Harvard and Columbia on a series of experiments based on everyday facts, published in 1936 under the title "Psychology of Social Norms", "hammered home the point that members of cultural groups, primitive or advanced, all over the world, see not simply with their eyes, but in terms of deeply ingrained, emotionally loaded habits of perception. The whole

---

<sup>1</sup>  
Mandel Sherman, Mental Conflicts and Personality.  
(New York: Longmans, Green and Company, 1938), p. 14.

<sup>2</sup>  
C. G. Jung, Modern Man in Search of a Soul.  
(New York: Harcourt, Brace and Company, 1933), p.







conception of freeing oneself from personal bias 'by leaning over backwards' thus seems very childlike, naive, and irrelevant to the actual problem of gaining scientific objectivity. Objectivity, on the contrary, has to be learned the hard way, not grasped by a single act of will."<sup>1</sup>

Schrieke, making a study of race relations in the United States for the Julius Rosenwald Foundation, commenting on the bases of prejudice observed: "Any practise, any attitude, which is not customary, which is not in our code or in our social ritual, is shocking. People easily misunderstand and misinterpret foreign customs which subtly offend those habits of group taste which are somehow felt to have their roots in essential morality. Differences in behavior are resented as evidence of mental and moral deficiency. Any deviation from the given scheme of life excites moral disapproval."<sup>2</sup>

The individual bias from which the world is viewed has been observed by thoughtful people and evoked this comment by Healy: "During 30 years I have had the opportunity to recognize a very wide range of beliefs, attitudes, prejudices and manners displayed on the bench. Such differences in leanings are exhibited that the psychiatrist almost aches for the chance to unravel the mystery of unconscious bias. Extremes were il-

---

1

Gardner Murphy, "Psychology Serving Society". Survey Graphic, January 1948, p. 13.

2

B. Schrieke. Alien Americans. New York: Viking Press, 1936, p. 173







lustrated in a certain court where one judge was noted for his great severity when cases of sexual offense, however trivial, were brought before him and for his leniency with regard to offenses against property, while another judge in the same court demonstrated exactly the opposite tendencies. So diverse are judicial attitudes, that as court attaches well know, attorneys and probation officers frequently endeavor to arrange matters so that certain judges will hear certain types of cases. All this is in evidence of a fact to which I have repeatedly called attention, namely that very much more than the law is involved in the results of taking a case to court.<sup>1</sup>

The tendency to read personal bias into situations is illustrated by the recent comments of a Brockton judge in his court: "I've never known a Northern woman to marry one of those Southern gentleman but what she got it in the neck. Some of them would as soon beat a woman as they would beat a horse."<sup>2</sup> The defendant, held in Texas by Federal authorities on a charge of unlawful flight to escape prosecution, received aid from prominent Texans when word of the judge's statement spread through the community. The emotional reactions were extraneous to the case and confused the real issue.

---

<sup>1</sup> William Healy. Personality in Formation and Action. New York: W. W. Norton, Inc., 1938. p. 173

<sup>2</sup> News item in the Boston Globe, June 16, 1948







Emotion expressed in purposeful thinking and behavior prevents it from creating mental confusion and disabling symptoms. Threats or fears may be met by aggression or withdrawal. By facing situations which threaten, self confidence is increased. Withdrawal from a situation which should be met results in conflicting emotions that may cause disturbed body functioning and disabling physical symptoms. The symptoms may unconsciously be magnified and used as an excuse for further withdrawing.

Mental health is now harder to attain than ever before so that there is a desperate need for social scientists, including experts in mental hygiene to get together and pool their knowledge, Wilson believes. He comments: "These times call for a study of human behavior as no times have ever done before. It is possible that tensions in our civilization will make it impossible for it to endure unless our knowledge of human behavior is increased and made into an instrument to shape the activities of mankind in a more constructive way."<sup>1</sup> He urges social scientists to stimulate studies of cultural conditions in different countries abroad.

A recent report of the United States Public Health service reinforces the feeling of need for ways of improving

<sup>1</sup>

Howard Wilson. 34th Annual Meeting of the Massachusetts Society for Mental Hygiene, Boston, Massachusetts, April 8, 1948.





mental health with the announcement that the mental hospitals of the United States are overcrowded by 16.3 per cent of their capacity.<sup>1</sup> During World war II the preponderance of discharges for personality defects focused attention on the need for building healthy emotional attitudes and developing the capacity for social adjustment. Prior to the war a research conducted by the American Youth Commission was significant: "The Commission in its studies has discovered a growing need for helping young people adapt themselves to the emotional and social problems of adult life. The failure of many youth to adjust themselves mentally is evidenced in increasing numbers admitted yearly to mental institutions. Of approximately 70,000 first admissions to state hospitals in one recent year, more than one-eighth, or nearly 9,000, were between the ages of 15-24. An additional group entered county, city, and private hospitals, while even a larger number of persons are thought to be suffering from mental illnesses not serious enough to warrant institutional care. No one can estimate the number of young men and women whose lives are being frustrated because of unresolved conflicts associated with faulty childhood training, physical handicaps, their concomitants, with sex worries, the need for healthful emotional outlets, social underprivileges, and the

---

1

News item in the Boston Herald, April 27, 1948.





lack of vocational guidance and opportunity."<sup>1</sup>

Employers and union leaders are reported to be dissatisfied with the immature personalities of high school graduates, according to recent surveys.<sup>2</sup> Even the graduates appear to be dissatisfied with themselves. New York City employers indicate that personality immaturity rather than lack of job skills cause workers to lose jobs and on their recommendation personality courses have been added to the curriculum of 27 vocational high schools. Union leader Clifford Golden of United States Steel Workers of America challenges educators to "transform grouchy, opinionated uncooperative personalities into personalities better fitted to work harmoniously with their fellows in shops, stores, offices and unions"<sup>3</sup> In a Fortune<sup>4</sup> survey fifty seven per cent of the workers questioned expressed job dissatisfaction and said they would choose different occupations if they could start over.

Ideally, training in self-direction should begin early in

---

<sup>1</sup> Arthur L. Brandon, "Social Hygiene Studies by the American Youth Commission." Journal of Social Hygiene, XXIII, No. 8 (1937), p. 404.

<sup>2</sup> Guidance Newsletter, September 1947.

<sup>3</sup> Ibid

<sup>4</sup> Fortune Survey, Fortune Magazine, May 1947, pp. 5-12.





childhood by learning to make choices and act intelligently in learning experiences suited to the age level. When parents so guide a child that he learns to face situations and understand the consequences of choices he is developing a capacity for self-direction that will be his mainstay in the uncertainty he will face as an adult.

Insight develops in adjustment to situations that are too complex to meet on the habit level and require decisions. When problems are met as they arise personal growth and effectiveness is increased; personal difficulties are often the result of not facing situations squarely and evading the responsibility of decision so that the personality lacks resilience.

In 1933 Frank stated: "If we are guided by our emotions as well as by our reason a valid education must deal with the nurture and discipline of our emotions...We now know that suppressed ambition may be as troublesome as a septic adenoid, an inferiority complex as dangerous as an infection center. A valid education must therefore, dip down into the subconscious mind as well as deal with the surface mind."<sup>1</sup>

It is therefore, important that parents be conscious of the emotional forces that contribute to the development of their children as individuals and try to see them in a more

---

<sup>1</sup> Glenn Frank, Developing Attitudes in Children.  
(University of Chicago Press, 1933), p. 52.





objective light. Behavior reactions that never assume the proportions of social problems may become personal problems and may so develop because of the unawareness of the parent of the interrelation of the many influences affecting behavior. There is the overprotective mother who may feel insecure or who may be compensating for her lack of real love and thereby cripples healthy emotional growth. There is the parent with a grudge against his own parent who is oversevere with a child of the offending parent's sex. If parents could be made aware of their own tendencies the lives of all would be enriched.\*

Out of his experience in child guidance clinics which concentrate on untangling conduct patterns that are the result of adverse conditioning, Healy asks: "Can it be taken for granted that, to any considerable degree and for any large number of children the home will supply such food for personality growth", adding significantly, "as I interview parents I find that comparatively few of those who are on the quick upgrade financially are in any measure alive to what they may be doing to their children."<sup>1</sup> He saw "some chance in high school that with the oncoming maturity of students factors entering into personality structure will be appreciated and desire for its sound formation induced. Many ideas, without arousing too much self-

---

<sup>1</sup> William Healy, op. cit., p. 145.





consciousness or inciting resentment at family situations experienced, might be imbibed which would carry over to the raising of a succeeding generation. The challenge of such instruction lies in sounding the more positive notes<sup>1</sup>. He believed there was more appeal in the direct teaching of a unit called "Personal Adjustment" than in an indirect approach through the medium of such a study as "Consumer Education".

Civic Responsibility. In this country where the citizen adds his weight to decisions of far reaching importance when he casts a ballot it is essential that he have self understanding if he is not to be victimized by appeals to prejudice and emotion. An uncritical attitude toward what is accepted as fact, says Henry Johnson, is responsible for much that is wrong with the world.<sup>2</sup> The development of independence of judgment as an objective of the social studies has been approached through development of critical thinking<sup>3</sup> and education against propaganda.<sup>4</sup> A knowledge of behavior causes and its application to social problems is fundamental to both these approaches. The

---

<sup>1</sup> William Healy, op. cit., p. 145.

<sup>2</sup> Henry Johnson, Teaching of History. New York: The Macmillan Company, 1940. p. 325.

<sup>3</sup> Teaching Critical Thinking in the Social Studies (Howard R. Anderson, Editor), Thirteenth Yearbook, National Council of the Social Studies, 1942.

<sup>4</sup> Education Against Propaganda (Elmer Ellis, Editor), Seventh Yearbook, National Council of the Social Studies, 1937.





personality, interests, and experiences of the individual predispose him to emphasize some things and to ignore others, influencing personal judgment and attitudes toward social problems. "One of the central problems of propaganda study is the bringing about in the minds of young people and adults of certain basic understandings of why they think and act as they do and especially why they think and act as they do under the stimuli of highly persuasive appeals to their interests, needs,<sup>1</sup> desires, prejudices and fears", writes Edwards.

Teacher Understanding of Children's Behavior. Criticism has been directed at teachers for their preoccupation with academic growth and neglect of fundamental changes in human behavior. Their acceptance of quiet, seclusive children and non-acceptance of aggressive types has charged them with creating frustrations and failures. Kvaraceus in 1945, as Wickman in 1928, saw the need for a change in teacher attitude else "we may expect that they will persist in failing and frustrating one pupil after another".<sup>2</sup> Teachers, who deal with many kinds of children from many kinds of backgrounds need to understand the dynamic aspects of human growth and the emotional conditioning

---

1

Violet Edwards, Group Leaders' Guide to Propaganda Analysis, (New York: Institute for Propaganda Analysis, Inc., 1938), p.10.

2

William Kvaraceus, Juvenile Delinquency and the School, (Yonkers-on-Hudson, New York: World Book Company, 1945), p. 144.





of social pressures. They must also have insight into their own motivations.

Wickman's study concluded "it is at least as difficult a task to retrain the disciplinary behavior of adults as it is to modify children's conduct...it seems to be as necessary to preserve the self-respect of parents and teachers in discussing their disciplinary behavior as it is to maintain the self-confidence of children in treating their behavior disorders...the teachers' (and parents') emotional and social adjustments need to be stable before their behavior to the exhibition of undesirable conduct in children can be encountered unemotionally and treated rationally."<sup>1</sup>

For the record it should be noted that a study by Mitchell vindicates teachers in Minneapolis and Cleveland where Wickman made his study. Non-aggressive traits were recognized as potentially serious. Using the same Wickman scale he reported a positive correlation of plus .70 between the judgments of teachers and mental hygienists in rating children's behavior whereas the Wickman correlation between teachers' and mental hygienists' judgments had been -.08.<sup>2</sup>

<sup>1</sup>

E. K. Wickman, Children's Behavior and Teachers' Attitudes (New York: The Commonwealth Fund, 1932, p. 176

<sup>2</sup>

John Baker, "Behavior Problems of Children", Journal of Educational Research, December 1942, pp. 292-307.



of social pressures. They must also have insight into their own motivations.

Wickman's study concluded "it is at least as difficult a task to restrain the disciplinary behavior of adults as it is to modify children's conduct...it seems to be as necessary to preserve the self-respect of parents and teachers in discussing their disciplinary behavior as it is to maintain the self-confidence of children in treating their behavior disorders...the teachers' (and parents') emotional and social adjustments need to be stable before their behavior to the exhibition of undesirable conduct in children can be encountered unemotionally and treated rationally."

For the record it should be noted that a study by

Mitchell vindicates teachers in Minneapolis and Cleveland where Wickman made his study. Non-aggressive traits were recognized as potentially serious. Using the same Wickman scale he reported a positive correlation of plus .70 between the judgments of teachers and mental hygienists in rating children's behavior whereas the Wickman correlation between teachers' and mental hygienists' judgments had been -.08.

1  
K. K. Wickman, Children's Behavior and Teachers' Attitudes (New York: The Commonwealth Fund, 1932, p. 175)

2  
John Baker, "Behavior Problems of Children," Journal of Educational Research, December 1942, pp. 292-307.

Studies of Children's Needs. The volume of writing devoted to the study of personality and behavior is a reflection of the urgency for improved human relations. A pioneer attempt to reach into the life of the child to isolate the conditions creating unhealthy symptoms from those making for healthy mental, emotional and physical development is the Detroit Behavior Scale of Baker and Traphagen,<sup>1</sup> the outgrowth of their experience in the psychological clinic of Detroit public schools. They found attitudes in the front rank of importance: the child's attitude toward school, his attitude toward home, and attitudes toward the child at home and at school. The scale consists of 66 items which have been determined as important factors in the development of behavior and grouped under five headings that fit together to give a total picture of a child's life. These categories are 1. health and physical factors, 2. personal habits and recreational factors, 3. personality and social factors, 4. parental and physical factors of the home, 5. home atmosphere and school factors.

Detailed studies based on observation of children at different age levels have been made. A study of a seven year old group by Biber is a record<sup>2</sup> in detail of the relation between each individual as a personality and the needs, the pos-

<sup>1</sup> Harry Baker and Virginia Traphagen, Diagnosis and Treatment of Behavior Problem Children (New York: Macmillan Company, 1935).



Studies of Children's Needs. The volume of writing devoted to the study of personality and behavior is a reflection of the urgency for improved human relations. A pioneer attempt to reach into the life of the child to isolate the conditions creating unhealthy symptoms from those making for healthy mental, emotional and physical development is the Detroit Behavior Scale of Baker and Treppeger, the outgrowth of their experience in the psychological clinic of Detroit public schools.

They found attitudes in the front rank of importance: the child's attitude toward school, his attitude toward home, and attitudes toward the child at home and at school. The scale consists of 66 items which have been determined as important factors in the development of behavior and grouped under five headings that fit together to give a total picture of a child's life. These categories are 1. health and physical factors, 2. personal habits and recreational factors, 3. personality and social factors, 4. parental and physical factors of the home, 5. home atmosphere and school factors.

Detailed studies based on observation of children at different age levels have been made. A study of a seven year old group by Riber is a record in detail of the relation between each individual as a personality and the needs, the pos-

Henry Baker and Virginia Treppeger, Diagnosis and Treatment of Behavior Problem Children (New York: Macmillan Company, 1933).

sibilities, the demands which confront him at any period of growth."<sup>1</sup> A study of behavior at the elementary school level by Bailey, also based on observation, concludes "adaptive success of an individual is usually in proportion to the adequacy of his health, care and developmental opportunities, in a setting of affection, security and encouragement, at home and at school. A child's disposition to succeed in the important aspects of personal care, vocation, social adjustment, orientation toward self and the universe, and in the development of a rich personal life is an important factor in his success or failure in these respects. Success in one aspect of adaptation does not ensure success in all."<sup>2</sup> Bailey notes that many problems which at one time would have been termed disciplinary are now realized to be closely allied to problems of health, financial handicap, social life, home responsibility and inferior intelligence and adds that with self knowledge comes self respect which is a positive factor in self control.

Stratemeyer asks these questions of educators: Are youth being helped to deal with experiences which stem from their interests, needs, and concerns of everyday living? Do situations of family and community life which are of real concern

<sup>1</sup> Barbara Biber and others, Child Life in School. (New York: E.P. Dutton and Company, Inc., 1942), p. 9.

<sup>2</sup> Edna Bailey and others, Studying Children in School. (New York: McGraw-Hill Book Company, Inc., 1939), p. 155.





to learners find their place in the curriculum? Are needs about which learners are not articulate provided for? She declares: "The full implications of the values to which we hold allegiance are far from being realized even in our own land. Children, youth, adults, each at their own level of maturity, need to be helped to see the issues more sharply. In a changing world we dare not build patterns of behavior. What is needed is growing insight into the principles of democratic behavior and a willingness to study their changing implications and new meanings as new problems emerge."<sup>1</sup>

<sup>2</sup> Brink shares the view that if social studies problems are to serve a real purpose they must bear a close relationship to the present life needs and interests of pupils. In 1932 Clark was saying: "Problems which seem most important to secondary school boys and girls are seldom in textbooks although many of their problems are of real social significance, as, for instance, the problems of pupils of inferior economic status or of darker race, Indian or Negro. There should be concern over the inequalities and injustices of the school social situation. There are pupils from broken homes, due to various causes--

---

1

Florence Stratemeyer and Associates, Developing a Curriculum for Modern Living (New York: Bureau of Publication, Teachers College, Columbia University, 1947), p. 89.

2

W.G. Brink, Directing Study Activities (New York: Doubleday, Doran and Company, 1937), p. 374.



to learners find their place in the curriculum? Are needs about which learners are not articulate provided for? The decision: "The full implications of the values to which we hold allegiance are far from being realized even in our own land. Children, youth, adults, each at their own level of maturity, need to be helped to see the issues more sharply. In a changing world we dare not build patterns of behavior. What is needed is growing insight into the principles of democratic behavior and a willingness to study their changing implications and new meanings as new problems emerge."

Brink shares the view that if social studies problems are to serve a real purpose they must bear a close relationship to the present life needs and interests of pupils. In 1932 Clark was saying: "Problems which seem most important to secondary school boys and girls are seldom in textbooks although many of their problems are of real social significance, as, for instance, the problems of pupils of inferior economic status or of darker race, Indian or Negro. There should be concern over the inequalities and injustices of the school social situation. There are pupils from broken homes, due to various causes--

Florence Stetson and Associates, Developing a Curriculum for Modern Living (New York: Bureau of Publication, Teachers College, Columbia University, 1937), p. 30.

W.G. Brink, Directing Study Activities (New York: Doubleday, Boren and Company, 1937), p. 37.

death, divorce, illness, financial, et cetera. These pupils may be overwhelmed with problems of immediate personal significance. Poverty and crime could be added to the list. If the school is to educate for democracy it must be democratic. To insure that future citizens will have ability and desire to solve pressing problems is to lead pupils to face with courage and honesty the social problems that arise in the school and to aid them in finding solutions that are in harmony with the understanding.

"Reflective thinking takes place only in response to the feeling of need. This must be a requirement in stimulating pupils to mental activity. Research problems should arise in the minds of pupils. The function of the teacher is to set the stage so pupils will be aware of problematic situations."<sup>1</sup>

Bunk in her investigation into the problems of adjustment of a representative group of one hundred ninth grade pupils of the Briscoe Junior High school, Beverly, Massachusetts concludes "the secondary school pupil is overwhelmed with experience which he cannot fully understand and with which he cannot cope because he has no adequate basis for comprehension or interpretation. Science and scientific change have contributed

---

I

Marion G. Clark, "Engineering of Problem Solving", Education, LIII (December 1932), 201.



death, divorce, illness, financial, et cetera. These pupils may be overwhelmed with problems of immediate personal significance. Poverty and crime could be added to the list. If the school is to educate for democracy it must be democratic. To insure that future citizens will have ability and desire to solve pressing problems is to lead pupils to face with courage and honesty the social problems that arise in the school and to aid them in finding solutions that are in harmony with the understanding.

"Retrospective thinking takes place only in response to the feeling of need. This must be a requirement in stimulating pupils to mental activity. Research problems should arise in the minds of pupils. The function of the teacher is to set the stage so pupils will be aware of problematic situations."

Bunk in her investigation into the problems of adjustment of a representative group of one hundred ninth grade pupils of the Bristol Junior High School, Beverly, Massachusetts concludes "the secondary school pupil is overwhelmed with experience which he cannot fully understand and with which he cannot cope because he has no adequate basis for comprehension or interpretation. Science and scientific change have contributed

to the many perplexing problems which normally confront an adolescent pupil, who would have enough to contend with were he facing only his own physical, mental and social problems of development...Teachers as a whole are willing to admit that the period of adolescence is fraught with the necessity of making many adjustments, but there is a serious question as to how many realize the grave importance of some of these adjustments."<sup>1</sup> Her study indicated fifteen per cent of the group required investigation into home conditions to see if anything could be done to eliminate unsatisfactory conditions; fifteen per cent of the group were functioning below par physically; twenty-five per cent showed a need for aid in making satisfactory social adjustment; twenty-five per cent of the group also showed unsatisfactory emotional adjustment; and twenty-six per cent of the group showed all-round maladjustment of proportions significant enough to warrant individual counseling and treatment.

In a study by Brewer to determine the value of a problem topic check list the greatest number of topics checked by boys and girls was in the problem area of social adjustment, followed by topics in the areas of vocational planning and adjustment, third personal-psychological relationships, and fourth

---

1

E. A. Bunk, A Problem in Group Guidance (Master's Thesis, Boston University, School of Education, 1941), pp.16-17.



to the many perplexing problems which normally confront an adolescent pupil, who would have enough to contend with were he facing only his own physical, mental and social problems of development... Teachers as a whole are willing to admit that the period of adolescence is fraught with the necessity of making many adjustments, but there is a serious question as to how many realize the grave importance of some of these adjustments. Her study indicated fifteen per cent of the group required investigation into home conditions to see if anything could be done to eliminate unsatisfactory conditions; fifteen per cent of the group were functioning below par physically; twenty-five per cent showed a need for aid in making satisfactory social adjustment; twenty-five per cent of the group also showed unsatisfactory emotional adjustment; and twenty-six per cent of the group showed all-round maladjustment of proportions significant enough to warrant individual counseling and treatment.

In a study by Brewer to determine the value of a problem topic check list the greatest number of topics checked by boys and girls was in the problem area of social adjustment, followed by topics in the areas of vocational planning and adjustment, third personal-psychological relationships, and fourth

family relationships. Boys and girls ranked problem areas in the same order of importance with the exception of vocational planning which was second in interest for boys but dropped to eighth place girls and was replaced in interest by physical appearance, health and safety.<sup>1</sup>

I  
George Weldon Brewer, Use and Value of a Problem Topic Check List ( Master's Thesis, Boston University, School of Education, 1947), p. 23.

Research stations, both at Iowa City, Iowa, have made experimental studies in teaching the causes of behavior. The University High school introduced experimental units on human behavior that were so successful they now introduce the ninth grade social studies program in community problems pertaining to family, school and community relations. Topic units cover: I. How it helps us to know why people act as they do. II. Where do people get their different ways of acting. III. Some practice in looking at social problems in terms of people's behavior. IV. Some practice in thinking about your plans for your own development.

McNeil made a study at the Child Welfare Research station to determine to what extent the concepts underlying ordi-

Ralph W. Glemmon, Anne Hapgood and Martha Gieray, "Study of Human Behavior in the Social Science Program", Social Education, (January 1947), 25.

McNeil McNeil, "Development of the Youth Level of a Conception of the Causes of Behavior and Effectiveness of a Learning Program in this Area" (Journal of Experimental Education, Vol. 16, 1946-5), 81.





## CHAPTER II

### SURVEY OF INSTRUCTION IN PERSONALITY DEVELOPMENT

Efforts to furnish instruction in causes of behavior have been encouraging but not conclusive. The University High school of the University of Iowa and the Iowa Child Welfare Research station, both at Iowa City, Iowa, have made experimental studies in teaching the causes of behavior. The University High school introduced experimental units<sup>1</sup> on human behavior that were so successful they now introduce the ninth grade social studies program in community problems pertaining to family, school and community relations. Topic units cover:

I. How it helps us to know why people act as they do. II. Where do people get their different ways of acting. III. Some practice in looking at social problems in terms of people's behavior. IV. Some practice in thinking about your plans for your own development.

McNeil<sup>2</sup> made a study at the Child Welfare Research station to determine to what extent the concepts underlying ordi-

<sup>1</sup>

Ralph H. Ojemann, Anne Nugent and Martha Correy, "Study of Human Behavior in the Social Science Program", Social Education, (January 1947), 25.

<sup>2</sup>

Bessie McNeil, "Development at the Youth Level of a Conception of the Causes of Behavior and Effectiveness of a Learning Program in this Area" (Journal of Experimental Education, Vol. 13, 1944-5), 81.



## CHAPTER II

## SURVEY OF INSTRUCTION IN PERSONALITY DEVELOPMENT

Efforts to furnish instruction in causes of behavior

have been encouraging but not conclusive. The University High

school of the University of Iowa and the Iowa Child Welfare

Research station, both at Iowa City, Iowa, have made experimen-

tal studies in teaching the causes of behavior. The University

High school introduced experimental units on human behavior

that were so successful they now introduce the ninth grade

social studies program in community problems pertaining to

family, school and community relations. Topic units cover:

I. How it helps us to know why people act as they do. II. Where

do people get their different ways of acting. III. Some prac-

tice in looking at social problems in terms of people's behav-

ior. IV. Some practice in thinking about your plans for your

own development.

McNeill made a study of the Child Welfare Research sta-

tion to determine to what extent the concepts underlying ordi-

Ralph H. Gjerstad, Anne Wigent and Martha Correy, "Study of  
Human Behavior in the Social Science Program", Social Education,  
(January 1947), 25.

2  
Bessie McNeill, "Development of the Youth Level of a Concep-  
tion of the Causes of Behavior and Effectiveness of a Learning  
Program in this Area" (Journal of Experimental Education, Vol.  
13, 1944-5), 81.

nary behavior problems are understood by adolescents and the effectiveness of a learning program in developing concepts. The study concluded that understanding of the causes of behavior are not well developed even at the senior high school level and that it is not easy to develop the concept that many factors underly behavior so that it will function in a wide variety of situations.

Morgan and Ojemann presented a program at the Iowa Child Welfare station designed to develop understanding of behavior as it occurs in marriage, family, social and selected economic relationships to two groups of subjects, one a group of 28 young people in college whose mean age was 20.4 years and the other employed youth with a mean age of 21 years. Control groups with the same type of membership were selected. These young people had little consciousness of social and economic situations except at a point of individual contact. The women were more unaware than the men. Their goal was marriage which they naively assumed would bring economic security. A summary of the quantitative results indicated: 1. Significant changes were produced in experimental groups while no changes took place in the control groups. 2. A learning program of the type used can bring about significant change in the indications of conflict as revealed by the Luria test (a laboratory technique making records of hand movements in conjunction with free





association responses to words). 3. A learning program can produce significant changes in attitudes. Conclusions made from the study were 1. that there are limitations of knowledge as to how to produce changes. 2. Some data were secured to show changes can be made but the problem must be must be subjected to extended study if effective progress is to be made in this area.<sup>1</sup>

In a Nyack, N. Y., senior English course an approach to self-understanding is made through literature interpreted with the help of simple lessons in mental hygiene. Fundamental human motives and escape mechanisms are first taught with the subject matter adapted in a highly simplified form. Novels, biographies, plays and stories are read. In studying the characters of great literature emphasis is placed on human motives. The course was incorporated into the regular course of study in 1943 after four years of experimental courses. The observed results, states Roody, indicate an increased interest to attain maturity.

Effort is made in Portland, Oregon schools to explore ways to help develop well-rounded young people. In 1947 a six-

---

1

Mildred I. Morgan and Ralph Ojemann, "The Effect of a Learning Program Designed to Assist Youth in an Understanding of Behavior and Its Development", Child Development, 13:181-94, September 1942.

2

S.I. Roody, "Developing Personality Through Literature", English Journal, June 1947, pp. 299-304.



association responses to words). 3. A learning program can produce significant changes in attitudes. Conclusions were from the study were 1. that there are limitations of knowledge as to how to produce changes. 2. Some data were secured to show changes can be made but the problem must be what to suggest to extended study if effective progress is to be made in this area.

In a speech, N. Y., senior English course an approach to self-understanding is made through literature interpreted with the help of simple lessons in mental hygiene. Fundamentals of human motives and escape mechanisms are first taught with the subject matter adapted in a highly simplified form. Novels, biographies, plays and stories are read. In studying the character of great literature emphasis is placed on human motives. The course was incorporated into the regular course of study in 1945 after four years of experimental courses. The observed results, states Boody, indicate an increased interest to attain maturity.

Effort is made in Portland, Oregon schools to explore ways to help develop well-rounded young people. In 1947 a six-

Mildred I. Morgan and Ralph G. Mann, "The Effect of a Learning Program Designed to Assist Youth in an Understanding of Behavior and Its Development," Child Development, 18:181-94, September 1948.

E. I. Boody, "Developing Personality Through Literature," English Journal, June 1947, pp. 229-234.

week demonstration class at the ninth grade level was conducted by three teachers in modern methods of teaching with provision for coordination in social studies, language arts, and mathematics. <sup>1</sup> Graham relates the comments of teacher observers, while showing interest in aspects of growth, showed a tendency to confuse causes and symptoms. Many wanted to do something about the symptoms, since they did not recognize behavior is caused or learned.

Students in the eleventh and twelfth grades at South <sup>2</sup> High school in Lima, O., may elect a course in social conduct. Effectiveness in social situations is the aim through courtesy, good habits, voice improvement, and observation of simple rules of etiquette. The course is flexible, permitting the class to ask for information about situations experienced or about to be experienced.

In the fall term of 1945 the Dobbins Vocational school in Philadelphia offered a course in Human Relations for the first time. Boodish reports: "Students who have heard about the course from their fellow classmates come and ask of the teacher whether they also could take it." <sup>3</sup> He comments: "We have heard the criticism that our schools prepare our young

---

<sup>1</sup> A.W. Graham, "Personal and Social Adjustment of High School Students", School Review, October 1947, pp. 468-73.

<sup>2</sup> Mary Beery, "Social Conduct", Clearing House, December 1945, pp. 222-4.

<sup>3</sup> H. Boodish, "A Course in Human Relations", Social Studies, April 1947, p. 173.





people for jobs, for citizenship, for leisure-time activities and for almost everything except for dealing with other people." The major objective of the course is to enable the individual to attain an individually and socially satisfying adjustment of his relationship with other people. The main topics include

1. the nature of human relations.
2. Understanding ourselves and others - our biological heritage.
3. Understanding ourselves and others - our social heritage.
4. Processes in growth and development of personality.
5. Adjustment in marriage.
6. Keeping mentally healthy.

Personal and community problems are studied at the ninth grade level in Missouri public schools. The course of study includes illustrative units on "Adjusting to People and Situations", and "How We Form Our Opinions" (propaganda analysis).

Among the school systems reviewed in the fourth yearbook of the National Council of the Social Studies are several taking cognizance of the need for helping children understand themselves. From Minot, North Dakota White writes: "...from some source there must come to our children and young people a bet-

---

<sup>1</sup> Bulletin 4A, Social Studies, Missouri Secondary School Series, 1941.

<sup>2</sup> National Council of the Social Studies, The Social Studies Curriculum, Fourth Yearbook (Philadelphia: McKinlay Publishing Company, 1934)





ter understanding of their own 'human nature' and that of their fellows...The increased attention now being paid to mental hygiene, the significance of 'inferiority complexes'...the meaning and manner of acquiring social and moral attitudes, the spirit of openmindedness, of tolerance and the like--these all bring to the school administration an opportunity to increase the contribution of the schools if the means and methods can be developed. It seems entirely reasonable to turn to the field of social relationships expectantly for the needed assistance in meeting the opportunity."<sup>1</sup>

Christy relates that in Denver schools activities in the kindergarten train for social living by opportunities to develop attitudes, understandings, habits and skills that are essential to living together happily and profitably. In the junior high school geography, history, and civics are interwoven about the study of human relations and problems. Psychology is offered as an elective in the social studies in the senior high school. In Pasadena the junior college in grades XIII and XIV offers several courses in psychology: Problems of Psychology centers on human motives and drives in problems of everyday life with emphasis on vocational aspects. Practical Psychology relates to man in relation to himself and Child Psychology covers the latest findings in this area.

<sup>1</sup> National Council for the Social Studies, Fourth Yearbook, op. cit., p.





In 1930 when the Oakland, California High schools as a result of affiliation with the Progressive Education Association program of curriculum revision made a survey of graduates to determine how best to serve students, the staff was surprised to learn that ~~less~~ than 20 per cent of its graduates went on to college, and that "almost all graduates of earlier classes<sup>1</sup> had married within three years after leaving school." An outgrowth of this survey was the offering of a course using a problems approach with units stated in the form of student questions: How do men and women earn their living in this city and region? For what general field of work am I best fitted by ability, aptitude, and interests? How does one go about getting a job? How can I hold ~~one~~ when I get it? What causes failure?

In 1941 Delaware schools introduced seventh and eighth grade children in the public schools to classes in human relations. It was an experimental effort in preventive mental hygiene for the purpose of helping children to become more understanding regarding their own emotional strengths and weaknesses, and to better appreciate the emotional problems of others. Knowing little is learned about emotional problems except through personal experience the effort is made to create actual experiences. The teacher will read a short story, an

---

<sup>1</sup> Wilford M. Aikin. The Story of the Eight Year Study. (New York: Harper and Brothers, 1942), p.67.





excerpt from literature or will tell a personal anecdote as a stimulus for discussion of the motivation lying back of behavior and to draw from their personal experience parallel situations. Problems that have never been discussed before are often brought into the open by this method.

Other methods used to lay a background for discussion may be a short unrehearsed play, case studies of juvenile delinquency, panel discussions, debates, short stories of personal experiences. The range of topics includes the importance of friends, sharing our emotional problems with others, the results of continued failure on personality development, frustrations and conflict, personality qualifications for various types of vocation, problems of a new pupil in school, emotional problems that may lead to delinquency, the advantages and disadvantages of being timid and shy. Special emphasis is placed on locating the shy child and encouraging him to participate in group activities. A Social Acceptability test, a modification by Jastak of a method of investigation used by Professor William Line of the University of Toronto, consisting of twenty questions, is used to locate the children who are not accepted by their classmates. Teachers are often able to pick out the leaders and a proportion of those getting the lowest scores or votes on the test, but the test result indicates they do not realize that some of the bright, attrac-





tive children who give no disciplinary trouble are often so shy that they are overlooked by their classmates. Children are accepted for their skills as well as their personality, the experiment shows. The school finds it easier to develop skills first through which builds personality traits afterwards. The test also will show if any member of the class voted for a shy child and for whom a shy child voted. The teacher may effect a change in seating arrangements or devise a special class project whereby a shy child will have the opportunity to work with classmates whom he admires.

Of the classes Tarumianz says: "The procedure is still in an experimental stage and it is impossible to give any definite statements as to the results obtainable...Children in our classes have not developed prejudices, intolerance, or bigotry ...the ultimate results will not be seen in this generation for we must still deal with the prejudices of parents."<sup>1</sup> The textbook<sup>2</sup> used by the human relations classes contains thirty lesson plans now used in more than one hundred cooperating schools.

---

I

William Tarumianz, M.D., "Human Relations Classes in Delaware Schools", Understanding the Child, XIII (October 1944), 3.

2

E. H. Bullis and Emily O'Malley, Human Relations in the Classroom, Course I (Wilmington, Del.: State Society for Mental Hygiene, 1947).





A plan to give students insight into relationships and problems growing out of them was observed by the writer during her practise teacher training in the classes of Sterling Williams at Newton High School. A unit on personal problems growing out of the experiences of students in the categories of home, school, friendship and post graduation was developed in four senior classes. Students write out their problems in each division, anonymously if they prefer, for which tentative solutions were worked out cooperatively by the four senior classes included in the study, under the guidance of the instructor. The open discussion discloses how few situations are unique and gives vistas of varied backgrounds, habits, personalities, conduct, attitudes, standards, emotions, and the interplay of these factors. In many instances where the signature was omitted and discussion required additional detail to move forward, the writer identified himself, supplied the needed information and expanded the original problem. The range of problems related to the home included dating, how late to stay out on a date, going steady, being allowed to make one's own decisions, too strict parents, how to manage a beau-stealing sister, no home duties, lax home discipline, relatives in the home, parents who are prejudiced against Italian and Jewish friends, and how to influence younger brothers and sisters.

School problems included inability to concentrate, poor





study habits, poor writing, poor spelling, unfair teachers, poor grades and lack of purpose, and how to develop self-confidence. Procrastination plagued many. Suggestions on how to control a bad temper were asked. Friendship problems related to the question of going steady and parental prejudice against friends of another nationality or religion. Post graduation problems centered on poor grades and college entrance, whether to continue schooling or go to work, and selection of and preparation for a vocation.

One boy, talkative and given to disproving the rule by pointing up the exception, wrote of himself: "I have trouble cooperating with the rest of the class. I always seem to want to be different. I can not seem to enter into the spirit of a class discussion." Another boy whose contribution to class discussion was negligible and whose written work was mediocre and late, saw himself thus: "My problem is that I don't worry about anything and I am too easy going. I live by the old saying 'I'll cross that bridge when I come to it.' Mostly I am not serious but I can make my own decisions and almost always come out all right."

An attractive girl from whom words flowed in a steady stream submitted this query: "I have one problem that I would like to discuss. It is a terribly nervous habit and that is talking. I get nervous and start to talk and I just







cannot seem to stop. Every time I go out on dates my mother, father or sister always tell me to remember not to talk too much. It seems to me that I have tried everything but I still get nervous and start to talk a blue-streak." In a battery of tests administered later to a group of students from these classes this young lady on the Bell Adjustment Inventory<sup>1</sup> rated excellent for home, average for health, aggressive for social, and unsatisfactory under emotional category; her low score on the Cooperative English test for Reading Comprehension<sup>2</sup> indicated a need for remedial reading which handicapped her scholastic achievement and was undermining her self-confidence. A girl whom the school considered a problem because of her vacillating attitude toward school work, was meeting parental opposition to her choice of vocation, commercial art. Her rating on the Bell Inventory under home was "very unsatisfactory", the other categories, average.

A girl concerned with getting a job wrote: "The biggest problem that faces me now is the question of what I am going to do next year. This summer I am going to get a job doing secretarial work, and I don't know how much further experience I shall need in this field. I do not know whether I should go to school next year or wait a year to find out what I need and

---

1

Hugh M. Bell, The Adjustment Inventory, Student Form, (Stanford University, California: Stanford University Press,

2

Frederick Davis and Mary Willis, Cooperative English Test, C2: Reading Comprehension( New York: Cooperative Test Service).







to get some experience working." A battery of tests made some interesting disclosures into her assets and liabilities. The Adjustment Inventory indicated that any additional schooling would be dependent on her own efforts. Above average in intelligence, her reading comprehension score on the Cooperative Reading Comprehension test indicated the need for remedial reading. On the Adjustment Inventory the home and emotional categories were unsatisfactory, health good, social average.

An only daughter with a home problem, complained: "I find my parents too strict. They are usually very liberal as to the time I get in as far as dating is concerned but they are not as to who I go out with. Mother feels she should meet the boy first, and not the same nite I go out with him but before - hand. Usually the boy has to come over and spend an afternoon or evening. This has proven rather embarrassing for if a boy has asked me out and I have already told him he has to meet my parents first and then they don't like him and don't permit me to go, the boy, of course, realizes why. I should think that I should be able to choose my own boys and at least be able to go out with them without her meeting them, if only once, and not again if they don't approve." This 17½-year old girl would like to study dramatics. Her parents intend that she enter secretarial school following junior college. She confesses she has frequently been depressed because of



to get some experience working." A battery of tests made some interesting disclosures into her assets and liabilities. The Adjustment Inventory indicated that any additional schooling would be dependent on her own efforts. Above average in intelligence, her reading comprehension score on the Cooperative Reading Comprehension test indicated the need for remedial reading. On the Adjustment Inventory the home and emotional categories were unsatisfactory, health good, social average.

An only daughter with a home problem, complained: "I find my parents too strict. They are usually very liberal as to the time I get in as far as eating is concerned but they are not as to who I go out with. Mother feels she should meet the boy first, and not the same wife I go out with him but before hand. Usually the boy has to come over and spend an afternoon or evening. This has proven rather embarrassing for it a boy has asked me out and I have already told him he has to meet my parents first and then they don't like him and don't permit me to go, the boy, of course, realizes why. I should think that I should be able to choose my own boys and at least be able to go out with them without her meeting them, if only once, and not again if they don't approve." This 17-year old girl would like to study dramatics. Her parents intend that she enter a university school following junior college. She confesses she has frequently been depressed because of

low marks in school. She has the ability to do better work than she does. On the Bell Inventory she rated average under the categories of health and emotional, very aggressive socially and home, unsatisfactory.

On the subject of prejudice on the part of parents these are typical: "Parents are supposed to help their children grow to be fine citizens of their country and to be truthful, loyal, honest and numerous other qualities of character.

"When my parents object to my dating boys of other faiths or nationality, I think that they are lacking a great deal as parents. They object and speak of an Italian boy as someone lower than myself, which, of course, isn't right to think of them that way.

"When I try to explain, there are a great deal of heated arguments in our home which causes great distress among us all."

Another comments: "My mother and father are fairly broad-minded. They do not object to any of my girl friends and I don't think they ever would. However, they are very particular about the boys I go out with. They do not approve of my associating with boys of certain nationalities. I try to explain to them that this is the wrong attitude but they answer that no one is any better than any one else, but that every one is better off in his own class. My mother and father are not proud or narrow-minded. They are educated and this is the





only point where I could criticize them. They are definitely against intermarriages."

Said another: "My parents are very intolerant and vigorously object to my close friendship with a Jewish girl. This girl and I have become very close and we confide in each other a great deal. I wish I knew how to impress this upon my parents so they would stop making derogatory remarks about her and her family. When I go over to her house I am greeted as though I were one of the family and am made to feel like I was really welcome. Yet when she comes to my home my parents are disgustingly still and formal and make her feel very ill at ease."





## CHAPTER III

## SUMMARY

UNESCO Seminar Recommendations. Studies of the development of human personality as it relates to more effective social living and studies to combat prejudice through intercultural education were recommended by a UNESCO seminar of social studies teachers meeting in Paris the summer of 1947. The group, consisting of ten teachers from nine nations, examined together the general topic of Social Studies Teaching and International understanding. Reflecting in many ways the cultures in which they were reared and holding different educational philosophies they came to an agreement on ten basic principles of social studies teaching and international understanding for any country. A lengthy report summarizes their discussions and elaborates upon each of the ten principles and illustrates them by outstanding examples of their application in various nations. In connection with the study of the development of individual human personality, especially as it relates to the development of desirable human relations, reference is made to the course in human relations that will be required of all secondary pupils in Sweden when the revised curriculum goes into effect.





The intergroup or intercultural education work in the United States is cited as particularly promising in this field. Emphasis is placed on the formation of attitudes of respect for all individuals, recognition of the similar aims of all peoples of the world despite their differences, the need for cooperation and the solving of differences without resort to violence, recognition of the existence and desirability of change, self-reliance and self restraint, a spirit of inquiry, loyalty to one's family-community-nation-humanity, and the recognition that each person has a part, even though small,<sup>1</sup> in building a better world society.

Conclusions. There is general acceptance among thoughtful people of the need to improve human relations. There is general agreement among educators of the need for children to develop personalities with the capacity for self-direction and to adjust to a changing world. The problem of the school is to find effective procedures for helping children attain this self-development. First, the teacher must have insight into behavior causes to be effective in selecting experiences to stimulate rounded personality development and in orienting children for social living. Then there is the need to develop techniques that the classroom teacher can use to guide students. Pervasive teaching for social living begins at the primary

---

<sup>1</sup>

News item in the Christian Science Monitor, February 28, 1948.





level where the use of sociograms gives clues upon which to build activities and continues through all grades with experiences appropriate to the grade level. How the concepts underlying behavior can be most effectively learned has not been determined. The whole problem is in an exploratory stage. A study by the faculty of the University school of the Ohio State University indicates that the period of later adolescence, from 16 to 18, is one of quickening interest in personal problems, and one in which improvement in ability to understand others' attitudes is shown.<sup>1</sup>

A unit on personal adjustment and a unit on prejudice are offered as studies of the interrelation of factors common to personal and social problems.

---

I

Faculty, University School, How Children Develop  
(Columbus, Ohio: Ohio State University, 1946).

*Proceedings of the Mid-West Conference of the Chicago Association for Child Study and Parent Education, March 1934, Developing Attitudes in Children. Chicago: University of Chicago Press, 1934.*

*Strenuous, Florence, and Others, Developing a Curriculum for Modern Living. New York: Bureau of Publication, Teachers College, Columbia University, 1937.*

*Vickrey, E.L., Children's Behaviors and Teachers' Attitudes. New York: The Psychological Press, 1932.*





## BIBLIOGRAPHY

EDUCATION

Aiken, Wilford M., The Story of the Eight Year Study, Vol.I.  
New York: Harper and Brothers, 1942.

Bailey, Edna, and Others, Studying Children in School.  
New York: McGraw-Hill Book Company, Inc., 1939.

Biber, Barbara, and Others, Child Life in School.  
New York: E.P. Dutton and Company, 1942.

Billett, Roy O., Fundamentals of Secondary School Teaching,  
Chapter IX, Neglected Areas in the Social Studies Program.  
Boston: Houghton Mifflin Company, 1940.

Dewey, John, Education and Experience. New York: Macmillan  
Company, 1931.

Faculty, University School, How Children Develop.  
Columbus, Ohio: Ohio State University, 1946.

Jones, Harold E., Development in Adolescence. New York:  
D. Appleton Century Company, 1943.

Kvaraceus, William, C., Juvenile Delinquency and the School.  
Yonkers-on-Hudson, N.Y., World Book Company, 1945.

Proceedings of the Mid-West Conference of the Chicago Association  
for Child Study and Parent Education, March 1932,  
Developing Attitudes in Children. Chicago: University of  
Chicago Press, 1933.

Stratemeyer, Florence, and Others, Developing a Curriculum  
for Modern Living. New York: Bureau of Publication,  
Teachers College, Columbia University, 1947

Wickman, E.K., Children's Behavior and Teachers' Attitudes.  
New York: The Commonwealth Fund, 1932.





## GUIDANCE

American Council on Education, Helping Teachers Understand Children. Washington, D.C.: American Council on Education, 1945.

Brewer, George Weldon, "The Use and Evaluation of a Problem Check List," (Unpublished Master's Thesis, Boston University, School of Education, 1946).

Baker, Harry J. and Traphagen, Virginia, Diagnosis and Treatment of Behavior Problems of Children. New York: Macmillan Company, 1935.

Bunk, E.A., "A Problem in Group Adjustment". (Unpublished Master's Thesis, Boston University, School of Education, 1941).

Dunn, V.M., "An Analysis of Personal Problems of Freshman Women in an Eastern College, (Unpublished Master's Thesis Boston University, School of Education, 1945).

Hatch, M.E., "An Evaluation of a Problem Check List As an Instrument in Diagnostic Guidance Counseling of Two Groups of Veterans, (Unpublished Master's Thesis, Boston University, School of Education, 1947).

Rogers, Carl, Counseling and Psychotherapy, New York: Houghton-Mifflin Company, 1942.

McLaughlin, J.F., "Teaching Occupation Information in the Social Studies Program", (Unpublished Master's Paper, Boston University, School of Education, 1947).

Strang, Ruth, Educational Guidance: Its Principles and Practice. New York: Macmillan Company, 1947).

Thompson, I.L., "Civic Implications of the Harvard Report, General Education in a Free Society", (Unpublished Master's Thesis, Boston University, School of Education, 1946).

Traxler, Arthur E., Techniques of Guidance, New York: Harper and Brothers, 1945.





## PSYCHOLOGY

Burnham, William H., The Wholesome Personality. New York: D. Appleton and Company, 1932.

Cantor, Nathaniel, Dynamics of Learning. Buffalo, N.Y.: Foster and Stewart Publishing Company, 1946.

Cole, Luella, Psychology of Adolescence. New York: Farrar and Rinehart, 1942.

Finch, F.H., Enrollment Increase and Changes in the Mental Level of the High School Population. Stanford University Press, 1946.

Healy, William, Personality in Formation and Action. New York: W.W. Norton, Inc., 1938).

Jung, C.G., Modern Man In Search of a Soul. New York: Harcourt, Brace, 1933.

Kraines, S. H., and Thetford, E.S., Managing Your Mind. New York: Macmillan Company, 1943.

Sherman, Mandel, Mental Conflicts and Personality. New York: Longmans, Green and Company, 1938).

Smith, Henry L., and Krueger, Levi M., Source Book: Psychology of Human Relationships: Individual and Social. Bureau of Cooperative Research: School of Education, University of Indiana, 1931..

Thorndike, E. L., Human Nature and the Social Order, Chapter XXX. New York: Macmillan Company, 1940.

Young, Kimball, Personality and Problems of Adjustment. New York: F.S. Crofts and Company, 1944.





## SOCIAL STUDIES

Aherne, C. F., "Developing Attitudes Through Teaching of History", (Unpublished Master's Thesis, Boston University, School of Education, 1940).

Edwards, Violet, Group Leader's Guide to Propaganda Analysis. New York: Institute for Propaganda Analysis, Inc., 1938.

Krey, A.C., A Regional Program for the Social Studies. New York: MacMillan Company, 1938.

National Council for the Social Studies: Yearbooks  
Fourth Yearbook, Social Studies Curriculum. Philadelphia: McKinlay Publishing Company, 1934.

Seventh Yearbook, Education Against Propaganda. Elmer Ellis, Editor. 1937.

Thirteenth Yearbook, Teaching Critical Thinking in the Social Studies. Howard R. Anderson, Editor. 1942.

Fifteenth Yearbook, Adapting Instruction in the Social Studies to Individual Differences. Edward Krug and G. Lester Anderson, Editors. Washington, 1944.

National Society for Study of Education, Diagnosis in Education, Thirty-fourth Yearbook. (Wesley, Edgar B., "Diagnosis in the Social Studies", pp. 303-330) Bloomington, Ill.: Public School Publishing Company, 1935.

Report of the Commission on the Social Studies, American Historical Association. New York: Charles Scribner's Sons.  
Part I, Beard, Charles, A Charter for the Social Sciences. 1932.

Part

Part II, Johnson, Henry, An Introduction to the History of the Social Sciences in the Schools, 1932.

Part V, Bowman, Isiah, Geography in Relation to the Social Sciences, 1934.

Part XIII, Marshall, Leon C., and Goetz, Rachel M., Curriculum Making in the Social Studies.

Part X, Curti, Merle, Social Ideas of American Educators. 1935.

Part XIV, Bagley, William C., and Alexander, Thomas, The Teacher of the Social Studies. 1937





## SOCIOLOGY

- Brown, Francis J. and Roucel, Joseph S., One America. New York: Prentice-Hall, Inc., 1945.
- Davis, Allison and Dollard, John, Children of Bondage. Washington: American Council on Education, 1940.
- Lippman, Walter, New Social Order. New York: The John Day Company, 1933.
- Lynd, Helen, Field Work in College Education. New York: Columbia University Press, 1945.
- Lynd, Robert S., and Lynd, Helen Merrell, Middletown in Transition. New York: Harcourt, Brace and Company, 1937.
- Schrieke, Bertrand, Alien Americans. New York: Viking Press, 1936.

## PERIODICALS

- Baruch, D.W., "Helping Children Understand Why They Behave as They Do." Childhood Education 21:148-55.
- Baldwin, James W., "Recent Developments in Social Studies Evaluation". Social Education XI:74, September, 1947.
- Beecher, Willard, "Psychoneurotics - Why Our Schools Haven't Helped Them." Clearing House 20:519, May 1946.
- Braymer, Clara V., "Whose Fault Is It?" Social Education, 61-4, February 1948.
- Boodish, H., "A Course in Human Relations". The Social Studies, 172, April 1947.
- Frank, Lawrence, "Mental Health in Schools". Education 66: 546, May 1946.
- Graham, A. W., "Personal and Social Adjustment of High School Students". School Review 55: 468-73, October 1947.
- Gordon, J.E. and Ingalls, T.H. "Diseases Strike Unborn." Science NewsLetter, October 25, 1947, p. 268.
- Hughes, Roy, "Social Sanity Through the Social Studies". Social Education, Vol. 1, 1937.





PERIODICALS continued

King, Allen Y., "Intercultural Education in the Cleveland Social Studies Program". Social Education, February 1947, pp. 61-64.

Mitchell, John C., "Behavior Problems of Children." Journal of Educational Research, December 1942, 36:292-307.

Neuher, Margaret A., "Evaluating a Special Class in Terms of Personality Development." Journal of Exceptional Children, February 1947.

Osborn, Wayland, "An Experiment in Teaching Resistance to propaganda". Journal of Experimental Education, September 1939, pp. 1-17.

Price, Roy A. "Teaching Students in Social Studies Classes to Guard Against Propaganda." Social Studies, April 1936.

Rosenberger, Homer T., "Teaching and the Ideal Teacher". Social Studies, February 1947.

Sherman, Mandel, "Education of Personality". Education 66:556-68, May 1946.

Warwick, Raymond, "Building Wholesome Pupil-Pupil Relations". National Elementary Principals 26: 32-9, April 1947.

Wrightstone, J. Wayne, "Recent Trends in Social Studies Tests". Social Education, Vol. 1, 1937.

NEWSPAPER ITEMS

The Boston Globe, June 16, 1948.

The Boston Herald, April 27, 1948.

The Christian Science Monitor, February 28, 1948.





V. THE UNITS





## CONTENTS

- I The Unit
- II The Specific Objectives
- III Indirect Learning Products
- IV Outline of Content
- V The Unit Assignment
  - A Introduction of Unit to the Class
  - B Question, Experience, References
  - C Optional Experiences
  - D Multiple Choice Test
  - E References

### UNIT I

#### PERSONAL ADJUSTMENT





## VERBAL ADJUSTMENT

### CONTENTS

- I The Unit
- II The Specific Objectives
- III Indirect Learning Products
- IV Outline of Content
- V The Unit Assignment
  - A Introduction of Unit to the Class
  - B Question, Experiences, References
  - C Optional Experiences
  - D Multiple Choice Test
  - E References

1. Individual differences in learning ability are not to be overlooked.
2. Children learn to conform to the customs and attitudes of the people around them.
3. Attitudes and feelings acquired in infancy and early childhood influence an individual later in life even when he is not aware of it.
4. Judgment is easily influenced by emotion.
5. Human action is largely determined by the psychological drives of recognition, prestige, security and activity.
6. Threats to security are met by withdrawal or aggression.
7. Behavior tends to be in response to the contrast





## PERSONAL ADJUSTMENT

### I UNIT I

Rich, poor, black or white the same desires for recognition, security, activity and prestige underly all human behavior. The insight necessary to weld strong points and the best of weak one's into an effective personality involves the ability to face facts and to understand one's own reactions to these urges. Understanding of others and social sensitivity grow with self discovery.

### II SPECIFIC OBJECTIVES

1. Inherited capacities limit efforts to mold development.
2. Children learn to conform to the customs and attitudes of the people around them.
3. Attitudes and feelings acquired in infancy and early childhood influence an individual later in life even when he is not aware of it.
4. Judgment is easily influenced by emotion.
5. Human action is largely determined by the psychological drives of recognition, prestige, security and activity.
6. Threats to security are met by withdrawal or aggression.
7. Behavior tends to be in response to the dominant





- drive in the personality.
8. It is desirable for each person to know his abilities and limitations so as to select reasonable goals.
  9. A person who holds to the ideal of doing the best he can under all circumstances will have a feeling of worth which gives inner security.
  10. People who have not learned to face situations honestly may indulge in fantasy thinking.
  11. Because attention of any kind gives some feeling of importance a person who lacks self-confidence may seek it in useless or destructive ways.
  12. The attainment of a capacity for self direction is necessary for mental health and successful living.
  13. A child should very early be given the opportunity of learning to make choices and accept the consequences of his choices.
  14. The ability to put oneself in the place of another will develop interest, understanding, sympathy and respect.
  15. People may develop feelings of inferiority as the result of the attitudes of those around them.





16. A person with a cooperative attitude, which balances self interest, will think in terms of excelling in some activity or in some form of work and not in terms of excelling others.
17. An objective attitude toward inferiority or failure will examine the causes.
18. A person's attitude toward himself is spoiled by over concern about his inferiority or superiority.
19. Compensation is the effort to find a substitute for an inferiority.

### III INDIRECT LEARNING PRODUCTS

1. Respect for the integrity of others.
2. Patience with the faults of others.
3. Faith in the ability of man to improve.
4. Appreciation of the needs and interests of others.
5. Framework for the establishment and maintenance of a well balanced emotional life.
6. Management of aggressive tendencies.
7. Recognition of fantasy tendencies.

### IV OUTLINE OF CONTENT

#### A. What Makes Us What We Are?

1. Interaction of heredity and environment





a. R.S. Woodworth, a well-known psychologist has said: "To ask whether heredity or environment is responsible for certain behavior is like asking whether it is the engine or the gas that makes the engine go."

b. Differences in native endowment are referred to as differences in natural constitution or in biological inheritance.

c. Differences in experience are differences in environmental influences affecting the individual.

2. How traits are inherited.

a. Life continues from generation to generation through union of a male germ cell and a female germ cell containing trait potentialities of each parent.

3. It is desirable to study your ancestors.

a. Almost any specific ability is probably made up numerous specific abilities.

b. You may have received a different combination of these tendencies than either of your parents.

B. Why We Think as We Do.

1. We are influenced by the social and physical environment in which we live.

a. We learn from the family.

(1) The way of earning a living influences social and economic views.

(2) Education influences the interpretation of experiences





- (3) The child adopts the political views of the family.
- (4) The child absorbs the family attitude toward school.
- (5) Social status helps determine how you feel toward others.
- (6) We feel at home in the church in which we are raised.

b. We are influenced by the community and nation

- (1) Geographical factors
- (2) Customs
- (3) Religion
- (4) Education
- (5) Laws

c. Other factors that may influence the way we think:

- (1) Health
- (2) Economic conditions
- (3) Experience
- (4) Travel
- (5) Associations
- (6) Knowledge

C. How Behavior Develops

1. We adjust to parents and others

- a. The behavior and attitudes of the family influence the way we feel toward ourselves





and others

2. We gain self confidence when encouraged to solve our own problems, under proper guidance
3. People who have not learned to face their difficulties honestly sometimes try to solve them by an escape method called fantasy thinking
4. A well-rounded personality requires opportunities for recognition, prestige, security and activity.
  - a. A person's behavior tends to be determined by whatever need or drive in his personality is the strongest
5. The craving for superiority
  - a. If it is wisely directed it leads to the development of personality traits we respect and admire, to ability to achieve worthwhile work and good relations with others.
  - b. Poorly directed it leads to domination of others, meanness and even to mental illness
6. Security is the basic factor in personality growth
  - a. Self-respect, which guarantees emotional health, can be attained only through a feeling of being needed in the world.
  - b. Threats to security are met by withdrawal or aggression.





7. The development of desirable habits
  - a. The need for habits
  - b. The origin of habits
  - c. William James' formula for acquiring a new habit
  - d. How to change a habit
8. The causes of inferiority feeling
  - a. Parents or others who are overcritical, or who make a child feel ashamed or unwanted
  - b. Physical differences or anything creating self-consciousness
  - c. Attitudes of other people may cause people of a different race or color to develop an inferiority complex
    - (1) The term "complex" means a group of ideas associated with excessive and unreasonable emotion
  - d. Sometimes an effort is made to compensate for an inferiority
9. What ways of thinking increase interest, understanding, sympathy and respect for others
  - a. The ability to put yourself in the place of another person
    - (1) We all have pretty much the same problems and difficulties to contend with regardless of color, race or creed





(2) Selfishness and egocentricity stifle regard for others

b. A sense of a common purpose

(1) Social solidarity is necessary in a democracy

(2) It gives expression to man's social needs which are rooted deep in him

c. Unselfishness starts in the family

(1) The family is a practice ground for the development of attitudes essential for the individual and society

(2) Children must be expected to make a return for their parents kindness if they are not to be spoiled

(3) They will learn the need of cooperation with others

(4) They will learn to share

#### D. What Are My Personal Qualities?

1. Do I make a favorable impression on others?

a. Is my posture correct?

b. Do I make the most of my best features?

c. Do I have good taste?

d. Is my voice pleasant to listen to?

2. How do I feel toward others?

a. Am I friendly or unfriendly

b. Am I sympathetic or unsympathetic





c. Am I tactful or blunt

3. What can I do?

a. What are my interests

b. What skills or abilities do I have

c. Academic achievement

d. Qualities of leadership

4. How am I at home

a. Do I take responsibility

b. Can I be depended on

c. Do I consider other members of the family

#### E. Relation of Personal and Social Problems

1. Each person develops his personality through adjustment to other people

a. Every individual in every environment constantly faces social problems requiring insight, knowledge, skill, or experience to make the most intelligent choice

2. Many personal problems grow out of unhealthy social conditions

a. The successful solution of personal problems sometimes saves one from a feeling of too great defeat or failure when faced by social problems that cannot be solved because of conditions that cannot be changed.

3. The right to life, to a job, to a place in the common life, to care in childhood and in old age, is





due every individual

- a. These common needs are essential to healthy personality development

## V UNIT ASSIGNMENT I

### A. Introduction by the teacher.

To orient the student to think objectively of his own behavior the unit will open with the administration of either the Bell Adjustment Inventory or the California Test of Personality. The Adjustment Inventory provides four measures of personal and social adjustment: home, health, social and emotion. The scores are most significant in the areas of home and emotional adjustment. The Test of Personality measures tendencies of self-adjustment as related to self reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms. It measures social adjustment in relation to social skills, freedom from antisocial tendencies, family relations, occupational relations and community relations.

Discussion will center on whether the origin of their reactions to the test situations stems from environmental or hereditary influences. The discussion will demonstrate that, since we are influenced by others, self knowledge serves the dual purpose of personal and social adjustment. The more we understand about our feelings and attitudes, the drives that cause behavior, our capabilities and limitations, our apti-





tudes and interests, the more effective will be our adjustments to family relationships, occupational contacts, and social living.

Later in the unit, preceding the study of personal qualities, the Kuder Preference Record will be given to stimulate thinking about interests and potentialities.

## B. For Individual Study and Investigation\*

### I. What Makes Us What We Are?

1. What is meant by environment?
2. Illustrate from your own experience how you have been influenced by environment.

3. Do you think you would be any different if you had been born and raised in Mississippi? In Canada? In what ways do you think you might be different?

4. What is meant by heredity?

5. In what ways are you like your parents? Grandparents? In what ways do you differ from them? Which influences do you think are learned? Which hereditary?

### II. Why We Think As We Do?

1. Would a New York bank clerk and a Pennsylvania coal miner hold similar views on the coal strike? Why or why not? What factors would influence their thinking? Be prepared to defend your statements.

2. Make a list of things about which your thinking has changed since you entered high school. To what do you attribute the change in each instance? Are there any mat-  
\* Mimeographed study guide to each student





ters on which your thinking remains unchanged? Why?

3. Why do people who have been separated for a long time have to become acquainted again? Have you ever had a friend from whom you had been separated? Was there any difference in your friendship when you met again? How do you account for the changes? Write a paragraph about the experience.

4. Why do children usually follow the religious and political ideas of their parents? What candidate do you favor for president? Your family? Does your father follow his father in politics?

5. Do you enjoy school or do you come because it is the accepted thing to do? Why do you feel the way you do about it?

6. In what ways have your ideals been influenced by people you know? By books? By characters of fiction?

7. How do we get our whims and prejudices? What is meant by this statement: "Prejudices are as hereditary as titles"?

8. How do we form stereotypes? Do they hamper thinking?

9. Read the short story by Hans Christian Anderson, "The Emperor's New Clothes". What tendency in people does this story illustrate? Do we really see with our eyes?





### III How Behavior Develops

1. What differences might there be between the personality of the youngest and oldest member of a large family? Cite some examples from your own observation.

2. Is there likely to be a difference in the personality of a child with several brothers and sisters and that of an only child? What would be some of the reasons for these differences.

3. Name the home conditions likely to produce bad emotional and social habits in children. Are these characteristic of any one economic class.

4. What is meant by "bad conduct is a symptom". Cite some examples and give the reason for the behavior. What do you think caused Bob to change from a well-behaved boy to an auto-stealer. A group of his friends stole autos and went to Florida, where the F.B. I. caught them. Bob was put on probation and allowed to return to school. He came from a self-respecting family. His mother was dead, and his father worked nights. His sisters were busy with their own interests, and nobody had much time to give to Bob, who at 16 was able to look after himself, and had always been reliable. He was the youngest in the family.

5. When we let feeling determine our attitudes we invent reasons for thinking and doing as we do. Give some common examples of rationalizing.

6. Do you know any one who shows signs of feeling in-





ferior? What are some of the ways it is manifested? How would you recommend it to be overcome? Give an example of some one who has overcome a real handicap. It need not be an obvious one such as Alec Templeton who became a brilliant pianist and composer in spite of being born blind.

7. How does a superiority complex differ from inferiority? Cite examples.

8. A cartoonist must be a keen observer of human nature. Make a collection of cartoons from magazines or newspaper that illustrate the study. Do any of them 'hit home'? Write a paper on the escapes you personally utilize.

9. Make a list of the things you do during a certain day and check the actions that spring from the desire to excel or be important.

10. How do you account for the continued popularity of information programs on the radio? What motive do they appeal to?

11. Which is better, to try to improve upon your own record, for the sake of your own development or to do so in order to outshine some one else?

12. Cite examples from public figures of motives that the facts you have learned about them would indicate helped them attain their position. Do you think people in different kinds of vocations are dominated by different drives?

13. Study the people with whom you come in contact whether you like them or not to see what reasons there might be for





you to feel friendly toward them. Why is it easier to understand a person when you feel friendly toward him? Select one person about whom you can relate your experiment to the class.

Try to put yourself in the place of a Chinese, Indian or Negro. What effect do you think the attitude of people would have on you?

14. Make a list of the things you could do that would not require much in time that would improve family relations? Will you try to carry them out and report on the result?

Read in John B. Geisel's book, Personal Problems and Morale, "Getting Along with Mother and Dad", pp. 249-259; "Getting Along with Bill and Mary", pp. 261-267.

15. Is it possible for parents to treat all their children alike? Is it desirable for them to do so? Explain. Who does more for a happy family, the father or the mother? Explain.

16. Ask some person you know who accomplishes a great deal how he finds the time to do so much. Report your findings to the class. How much of your life is governed by habit? Do you think living by a schedule helps one to accomplish more?

17. Make a schedule for yourself and follow it for a week. Write a paragraph on the result; be specific.

Read one of these helpful and interesting references on habit: Margaret Bennett and Harold C. Hand, Designs for Personality. New York: McGraw-Hill, 1938, chapter 6; John B. Geisel, Personal Problems and Morale, pp. 179-181; or Harry





A. Overstreet, Influencing Human Behavior, New York: W.W. Norton, Inc., 1925, chapter 2.

#### IV What Are My Personal Qualities?

1. What are the characteristics of an emotionally and socially mature person? Do you have these qualities?
2. What kind of a person do you want to be? Do you have any plan to help you become this kind of person. Write a theme on "The Kind of Person I Would Like to Be at Twenty-Five", including a plan to help **you** achieve your goal.
3. Work with a group or the entire class to develop a form or chart that every one in the class might use in evaluating his personality. It might include lists of questions under such headings as:

Powers of concentration  
 Relations with other people  
 Work habits  
 Abilities  
 Interests  
 Personal Appearance  
 Initiative  
 Dependability  
 Willingness to take responsibility  
 Cooperativeness  
 Consideration for others

#### V Relation of Personal and Social Problems

1. Show that an adult's behavior is more social than individual.
2. Discuss the difference between social, unsocial and antisocial attitudes.
3. Collect for the bulletin board clippings that relate





instances of well socialized behavior. Cite examples.

3. In what way is adaptability a kind of psychic insurance? Can you think of any groups of people of whom great adaptability is required of them as individuals? Why?

4. How can we think more objectively about social problems? Why is it so difficult to bring about needed changes?

5. Make an exhibit of cartoons or clippings that illustrate resentment toward social reformers.

6. List some of the ways in which improvement is desirable?

#### C List of Student References

##### I. Required reading:

##### a. Read 1

1. Challenges to American Youth. Joseph I. Arnold. Evanston, Ill.; Row, Peterson and Company, 1940.

"Personality", pp. 32-51; "Social Inheritance", pp. 72-87.

2. Your Life in a Democracy, Howard E. Brown. New York: J.B. Lippincott Company, 1944. Chapter 2, 9-26; chapter 8, pp. 102-143.

3. Our Changing Social Order. Gavian, Gray, Groves. Boston: D.C. Heath and Company, 1947. Chapter 5, pp. 65-78; chapter 6, pp. 79-94; chapter 7, 99-118.

##### b. Read 1

1. Coming of Age. Esther Loyd-Jones, Ruth Fedder. Boston: Whittlesey House, 1941. "Our Personality Needs", pp. 23-51





2. Learning to Live With Others. Alice and Lester D. Crow. Boston: D.C. Heath and Company, 1944. Chapter 5, Why Personalities Differ, pp. 65-73; chapter 8, Your Drives, Motives and Ideals, pp. 115-32.

3. It's How You Take It. Colket Caner, M.D. New York: Coward-McCann, Inc., 1941. Chapter 2, How Personality Traits are Developed and Changed, pp. 12-27; chapter 6, Attitudes Toward Others, pp. 63-75.

4. Designs For Personality. Margaret E. Bennett and Harold C. Hand. New York: McGraw-Hill Book Company, Inc., 1938. Chapter VII, Learning the Rules of the Game, pp. 127-151.

## II. For Further Information

### a. Social Adjustment

1. Benedict, Ruth. Patterns of Culture. Boston, Houghton Mifflin and Company, 1934.

2. Robinson, Ethel Fay and Robinson, Thomas P., Growing Through Problems. New York: Ginn and Comapny, 1940.

3. Uhl, W. L., and Powers, F.F., Personal and Social Adjustment. New York: Macmillan Company, 1939.

b. If you want to learn more about the master drives of personality, read:

1. Shafer, L.F., The Psychology of Adjustment, New York: Houghton-Mifflin Company, 1936. Chapter 4.

2. Adler, A. Understanding Human Nature. New York: Garden City Publishing Company, 1927. Chapter 5.

3. Starch, D., Stanton, H.M., and Koerth, W., Control-





ling Human Behavior. New York: Macmillan Company, 1936,  
Chapter 2.

c. To better understand the feelings of young people,  
read:

1. Adler, A. Understanding Human Nature, Chapters 2-5.

2. Starch, and others, Controlling Human Behavior, ch.11.

d. If you would like to learn more about the mechanisms  
people use to get what they want, read:

1. Adler, Understanding Human Nature, Chapters 2 and 3.

2. Shaffer, The Psychology of Adjustment, all Part II.

e. These readings in mental hygiene will give you a pic-  
ture of the true adult who is emotionally and socially mature.

1. Hollingsworth, Leta S. Psychology of the Adolescent,  
New York: D. Appleton Company, 1928.

2. Groves, E.R. Personality and Social Adjustment. New  
York: Longmans, Green, 1931.

3. McLean, Donald, Knowing Yourself and Others: Mental  
Hygiene for Young People. New York: Henry Holt and Company,  
1938. (Easy reading)

4. Quinn, James A. and Rekpe, Arthur, Living in the  
Social World. Philadelphia: J.B. Lippincott Company, 1942.  
Chapter 12. (Easy reading)

5. Overstreet, Harry A., Let Me Think. New York: Mac-  
millan Company, 1939. (This small book will help you to en-  
joy your own mind.)

f. Books that will be helpful to you with your own person-  
al problems:





1. Fedder, Ruth, *A Girl Grows Up*. New York: McGraw - Hill Book Company, 1939.

2. Geisel, John B., *Personal Problems and Morale*. Boston: Houghton Mifflin Company, 1943.

3. Woodworth, R.S., and Sheehan, M.R., First Course in Psychology. New York: Henry Holt and Company, 1944.

4. Black, Kathleen, Manners for Moderns. Boston: Allyn and Bacon, 1938.

5. Crawford, C.C., Cooley, E.G. and Trillingham, C.C., Living Your Life. Boston: D.C. Heath, 1940.

#### C Suggestions for Optional Related Activities

1. Illustrate from the lives of people you know: a person who directs his own thoughts and actions; one whose thoughts and actions are directed mostly by conditions and other people.

2. List prejudices you have encountered. What explanation is given in their defense?

3. Make a list of your pet peeves or things that you dislike in clerks, teachers, older people, people your own age and others. Are the traits you dislike in others those of which you are guilty? How do these undesirable traits hurt the individual? Those for whom they work?

4. Name some threats used by thoughtless adults to control children which may be injurious to their development.

5. Collect instances of wholesome ways of response to danger, disappointment or failure.





6. The faults of the child are the fetters of the man. Discuss.

7. Collect instances of unsocial behavior. They may come chiefly from your own observation.

8. Listed are several ways of improving your relations with people. Give other examples.

- a. Listen to the opinions of others courteously.
- b. Be attentive when others are talking.
- c. Don't monopolize the conversation.
- d. Avoid pointless arguments.
- e. Be willing to put yourself out to do favors.

9. Make a scrapbook which illustrates the adjustments and achievements of a typical American boy or girl.

10. Make a list of personality problems which are likely to confront you in the future. Suggest ways of meeting them.

11. Write a theme on "My Life Plan". You will probably change it many times, but you have to make a beginning if you are to do the directing and not circumstances.

12. Make an inventory of a newspaper noting various problems faced by individuals and the explanation given for the problems. Do this 3 or 4 times and make a summary of your information. Do you think the explanation given is the real reason or is it the symptom?

13. "What you will be, you are now becoming." Discuss. Why does daily behavior have meaning and significance.

14. Make an inventory of your personal assets and liabilities, and your present plan for their development.

15. Are interests a sound basis on which to select a vocation?





16. What kinds of personal information are of value in making a personal appraisal and for self understanding?

17. Show why some people get along well with others and some do not. (See Geisel, John B., Personal Problems and Morale. Boston: Houghton Mifflin Company, 1943. Unit V, Are you emotionally grown up; are you socially mature? pp.174-206.

18. Make a list of undesirable traits and check the six you think are apt to cause the most family difficulty.

19. Keep a record of the instances when your wishes have differed from those of the people you were with. Check to see when your wishes have been followed.

20. Give illustrations of the ways in which the four wishes or drives may be satisfied. Does the way they influence behavior remain the same all during life. Which drive is most easily satisfied, least easily?

21. Read and summarize the essay on Habit by William James. ( See his Habit, or Psychology, Shorter Course.)

22. Why is it necessary for young people to become independent from their family. ( See Grove, Ernest R., and Blanchard, Phyllis, Readings in Mental Hygiene. New York: Henry Holt and Company, 1936. pp. 163-170; of Fosdick, Harry Emerson, On Being a Real Person. New York: Harper Brothers, 1943. Shouldering Responsibility for ourselves, chapter 2.

23. What are some ways of meeting obstacles on the reality level?





24. Cite instances of ways in every day living in which people confuse reality and fantasy.

25. Use examples to describe some ways of meeting disappointment with recognized fantasy.

26. Why does the neurotic person get along badly with others?

27. How does a defense mechanism operate? Do you ever use one? Illustrate from your own observation, or reading in history or fiction.

28. You may find one of the following books of value in helping you to understand the causes of behavior:

a. Dickens' Christmas Carol.

Dickens portrays the psychological steps necessary to bring about a change in Scrooge's attitude.

How is Scrooge made to see himself as he really is? What is his first reaction? What led to the development of his selfishness and meanness? What makes him want to change? How does he make the change?

b. Read the biography or autobiography of someone who greatly appeals to you. Did their personal qualities or chance determine their lives?

Suggested titles: Tarkington, Booth, As I Seem to Me. Saturday Evening Post, July 5 - August 23, 1941. This autobiography is of special interest to students in Personal Problems because Booth Tarkington was a pampered boy whose training or lack of it created many problems for him. What were they?

Day, Clarence, Life With Father. Knopf. Father is amusing to read about. What is your estimation of





him?

Spencer, Cornelia. Three Sisters (Soong sisters) Was it an accident that these three sisters became persons of influence. Was their father an important factor? What personal traits helped them?

Brande, Dorothy. Wake Up and Live. What are some of the unwholesome effects of fear? Do you think its force has been exaggerated?

c. Carnegie, Dale. How to Make Friends and Influence People. What human need does he use as the basic means of influencing people. Do you think it a sound plan?

d. Kettering, Charles. "Education Begins at Home". In School and Society, January 1, 1944. Character has to be built. Can parents be too good to their children?

e. Farnol, Jeffrey. The Amateur Gentleman. Little Brown. What is a gentleman? The hero discovers what the standards are.

f. Prokosch, Frederic. The Asiatics. Harper Brothers. The hero travels from Beirut to China, meets hundreds of people, strange people, kindly people, likable people. He finds that clean clothes and a well shaven face are essentials to a hitch hiker.

g. Beers, Clifford. A Mind That Found Itself. This is the book that launched the mental hygiene movement. How did the author get himself into emotional difficulty. Write a summary of the book with emphasis on the causes of his





trouble, and the beginning of the mental hygiene movement.

h. Austen, Jane. Pride and Prejudice. Appleton-Century. Why did Miss Austen give her book this title. Is it a fitting one. Give your reasons.

i. Shaw, Bernard. Pygmalion. Dodd, Mead. A play based on an experiment in character building.

j. Barrie, James. What Every Woman Knows. (In the plays of J. M. Barrie) What is it that every woman knows? Would you marry a woman who was ugly in appearance but fine in disposition.

k. Wharton, Edith. Ethan Frome. New York: Scribner's Sons, 1927. Ethan Frome learned that it is dangerous to defy convention.

l. Baker, Ray S. Adventures of David Grayson. Doubleday, Doran. These essays relate the secret of making friends.

m. The Story Parade. Edited by James White. Macmillan. This is a collection of short stories:

"Defending Champion". What demands does a public position make on the holder, on his private life. By Tunis, John.

"The Kiskis". May Vonger. Did the Kiskis have too much pride, or do you think it was wholesome? What do you think of their home life?

"The Milk Pitcher". Howard Brubaker. His school mates ridiculed him but they liked and respected him too. How do you account for that?





n. Cather, Willa. "Paul's Case." (In Youth and the Bright Medusa) Knopf. What caused Paul to act as he did? This is an account of escape. How could he have helped himself to make a more satisfactory life?

o. Hudson, W.H. The Crystal Age. W.H. Dutton. The author makes a prophecy about future human relations.

### Reports

1. Talk with a few of your friends about their aims. Do they have a clear goal or are they vague and confused?
2. Consider a family that values its material possessions. Do you think they would adapt themselves successfully to a change in fortune? Contrast it with a family that values its family and friendship ties.
3. Do you know a family that has worked together to attain a respected position on small resources. What are some of the traits of its members? Perhaps you have read of such a family. What was the strongest influence?
4. How is an educated man's environment more complicated than an ignorant man's.

### Written Reports

1. Write a theme on one of the following topics:

A Lonely Boy or Girl I know  
 My First Party  
 My Most Embarrassing Moment  
 My First Date  
 The Person I Most Admire  
 What I Like About My Best Friend  
 My Ambition  
 My Greatest Fear

2. Make a collection of mottoes that relate to human





behavior. Interpret their meaning.

3. List the personality traits of some one who seems to you to have a pleasing personality. Check those traits which seem to you to be related to his pleasing personality. Ask a friend to study the same person. (Or ask a member of your family). Compare your judgments. How do you account for the difference of opinion?

4. Repeat the above for a person whom you consider to have an unpleasing personality, listing his traits and check those you find most annoying. Have some member of your family appraise the same person and compare the results. How do you explain the difference of opinion.

5. Analyze your own personality and compare the results with an analysis made by someone else. How do you explain the possible differences?

6. Write a few paragraphs describing your emotional problems and stating what you think you can do to develop better emotional control and to achieve desirable self-expression.

7. Select a person whom you admire or have read about to illustrate what is meant by a "well-integrated" personality. Explain in a paragraph or two.

8. Write a short paper on Helen Keller or someone else with a physical handicap who has successfully adapted himself to it. How was it accomplished? What personality traits did the person develop?

9. Make a list of traits that seem to you of general significance in living.





10. We deceive ourselves when we let ourselves believe something that is not true in order to avoid an unpleasant truth. Write an account of ways you have used these common mechanisms to avoid a problem, or have observed others use them.

### Things to Draw

1. Make a series of illustrations depicting the traits that must be incorporated into a well-rounded personality.
2. Draw a cartoon based on regression, projection.
3. Make a collection of cartoons that show insight into human behavior.
4. Show Scrooge before and after his change in attitude.
5. Make a drawing showing the right way to train a child and the wrong way.

### Plays to Write

1. Write the dialogue of a conflict between the better side of a person who would like to change a habit with the self that is satisfied to remain the same.
2. Write a skit showing how a person would go about building a new habit.
3. Write a play around Scrooge, showing how he came to change his attitude.
4. Write the monologue for a day dream.
5. Write a skit around a boy who is procrastinating about preparing his next day's lessons.

### Discussion

1. Have a panel discussion on the relative merits of in-





telligence and school training for achievement in life.

2. Debate: The present generation is responsible for the intelligence of the next generation.

3. Parents are responsible for delinquent children.

4. Parents should think constantly of preparing their children for life.

5. Adolescents should be given the responsibility to make their own decisions.

6. There are no problem children, only problem parents.

7. Environment is more important than heredity.

8. If behavior is caused, there should be no penalty for bad behavior.

9. Penalties are a form of social conditioning.

10. Day-dreaming benefits society.

11. The 'bad actor' is a mentally-confused person.

12. Self-consciousness is a form of egotism.

13. Destructiveness is a compensating action.





# D. OBJECTIVE TEST - PERSONAL ADJUSTMENT

Name \_\_\_\_\_ Date \_\_\_\_\_

Direction: (The following are multiple choice items in the form of behavior problems. Five statements, suggesting the possible causes of the behavior, follow each problem. In the space before each problem you are to place the number of the statement you consider the most adequate explanation of the behavior.)

- (4)1. Jimmy plays baseball with the neighborhood boys. They use his bat and ball. Whenever things do not go to suit him he often goes home. One day he struck out and shortly after, saying he did not feel well, he took his bat and ball and went home.
- (1) He went home because he was ill.
  - (2) He was ashamed of not doing better.
  - (3) He was tired of playing.
  - (4) He has not learned to accept failure gracefully.
  - (5) None of the above seem to be good reasons.
- (4)2. Sally tried out for the class play. She was ambitious for a leading role but her voice was not strong enough so she secured only a minor role, calling for pantomime. She made her part so outstanding, she received flattering press notices.
- (1) She was getting revenge on the dramatics coach for not selecting her for a larger part.
  - (2) She is a self-centered girl, and was after publicity.
  - (3) She was jealous of the leads and was getting even.
  - (4) Sally wanted the satisfaction of doing the best she could.
  - (5) None of the above seem to be good reasons.
- (2)3. May, Cora and Ethel are the only colored girls in school. They used to play with the other children but after being treated unpleasantly by some of the children they got in the habit of playing by themselves.
- (1) The girls play together because they are friends.
  - (2) They feel they are not wanted.
  - (3) They have learned to keep their place.
  - (4) They have more fun by themselves.
  - (5) None of the above seem to be good reasons.
- (3)4. George is a 13 year old boy whom the playground instructor sent home for starting a fight. After every one had gone home he went back and trampled down a bed of flowers.







- (1) He did not stop to think.
- (2) A boy is apt to do foolish things.
- (3) George's action really shows he is lacking in self-confidence and so is indulging in compensatory behavior.
- (4) He feels he was treated unfairly.
- (5) None of the above seem to be good reasons.

(2) 5. The coach selected Pete over Jim, his rival for the football team. Leaving the locker room Pete brushed against Jim who hauled off and hit Pete.

- (1) Pete was acting self important, so deserved what he got.
- (2) Jim's jealousy made him imagine things.
- (3) Pete should have made more of an effort to avoid trouble.
- (4) Jim had to defend himself against insult.
- (5) None of the above seem to be good reasons.

(4) 6. Arthur has the long fingered surgeon's hand. His parents, ambitious for their son to become a doctor of medicine, selected the college preparatory course for him, against the advice of the guidance counselor. Although he tried hard he is only able to maintain an average of C. He is industrious, dependable and likeable.

- (1) His industry will carry him through.
- (2) The best practitioners are not always the best students.
- (3) His grades may not be a true measure of his ability.
- (4) Nature does not seem to have endowed him to be a scholar.
- (5) None of the above seem to be good reasons.

(3) 7. Henry is an only child of ten. He receives a small weekly allowance. If he spends it before the week is up he has to forego his wants until the next allowance is due.

- (1) His parents expect too much of so young a boy.
- (2) Children live in the present and cannot plan a week ahead.
- (3) Henry is being taught to make choices and to take the consequences.
- (4) Henry is being made too conscious of money.
- (5) None of the above seem to be good reasons.

(1) 8. Mr. Smith is an engineer who recently turned down an excellent opportunity with a good concern. After thinking over the offer he decided he would not get along with the manager. The location could only be reached by water. Mr. Smith has a morbid fear of water. His mother says his father threw him in the water when he was very small so that he would not have the fear of water that he (the father) had always had.







- (1) Mr. Smith's fear of water, probably due to his father's action, kept him from accepting the offer.
- (2) His father's fear of water has been inherited by Mr. Smith because he would not remember the incident his mother tells about.
- (3) The manager may be a man whom he would not care to work with.
- (4) If he cannot swim it is sensible not to take the position.
- (5) None of the above seem to be good reasons.

(3)9. Harry received a poor grade in a history test. He said the questions were unfair. Others however received good grades.

- (1) It was just luck that the others knew the answers.
- (2) Harry would not have complained if the test had been fair.
- (3) It sounds like Harry is making excuses for his poor showing.
- (4) Test questions are not always fair.
- (5) None of the above seem to be good reasons.

(4)10. Helen and Emily live near each other, but Helen did not care much for Emily's personality which was shy and withdrawn. Emily remained out of school for several weeks following an operation during which time Helen brought home her assignments. They have become good friends.

- (1) Helen has a sympathetic nature, and gets imposed upon.
- (2) Helen probably found it helpful to go lessons with Emily.
- (3) The shy type clings like a burr if you show them any interest.
- (4) By putting herself in Emily's place, Helen knew lesson assignments would be appreciated  
Helen seems to have the ability to put herself in the other fellows place out of which grows interest.
- (5) None of the above seems to be good reasons.

(1)11. Robert had taken part in a number of school plays and was rated a good amateur performer. He was somewhat casual toward students who were not prominent.

- (1) Adolescents put a high premium on recognition.
- (2) It is natural for the prominent students to clique together.
- (3) Amateur actors are apt to be conceited.
- (4) He had a right to be proud.
- (5) None of the above seem to be good reasons.

12. Henry is an only child. His mother welcomes neighborhood children to come play. Sometimes he does not want to share his playthings. His mother will then start a game in which all take part and usually he is quite willing







to share his possessions after he gets the spirit of things.

- (1) His mother should let the children work out their own problems.
- (2) Henry will learn that he will not have companions if he is selfish.
- (3) Children learn by imitation.
- (4) Children teach each other.
- (5) None of the above seem to be good reasons.

(3)13. Mary wears one outfit which is unbecoming most of the time. She rarely responds when called upon in class but does excellent written work.

- (1) She does not recite because she is not prepared.
- (2) Mary just hurts herself by acting this way.
- (3) Mary is probably selfconscious of her appearance.
- (4) Some people are naturally better at written than oral work.
- (5) None of the above seem to be good reasons.

(3)14. Harold handed in some written work which only earned a passing grade. He said someone else had done poorer work and received a good grade and that the teacher "had it in for him".

- (1) Teachers are human and have their favorites.
- (2) The teacher may have made a mistake in his grade.
- (3) Harold does not want to assume responsibility for his own shortcomings.
- (4) Harold may believe he deserves a better grade.
- (5) None of the above seem to be good reasons.

(4)15. Susan is a very homesick freshman in college. She misses her mother, who has always made her decisions and managed details for her. A good student in high school she is having difficulty organizing a schedule and living on an allowance.

- (1) The first year at college requires many adjustments.
- (2) Most freshman are homesick.
- (3) People learn to assume responsibility when faced with the necessity.
- (4) Susan should have had some experience in managing her own affairs to prepare her for college.
- (5) None of the above seem to be good reasons.

      16. Johnny was seen to break his slate deliberately. He was punished and threatened with more punishment if he repeated his act. He does not act naughty now. His teacher said: "See his attitude is better. Now there is no trouble."

- (1) A threat of punishment or punishment will usually effect a change of attitude.
- (2) Johnny's changed attitude shows the teacher is







right.

- (3) The teacher should have ignored him and let him go without a slate.
- (4) Johnny's action was a desperate bid for attention.
- (5) None of the above seem to be good reasons.

(3)17. Nathan's parents were adherents of the Jewish faith as were some others in the school. They were not openly excluded but were not welcomed in social activities. Nathan applied himself to his studies and had no difficulty excelling scholastically. He sometimes showed his impatience with mediocre work of others.

- (1) Nathan had more interest in school work.
- (2) Nathan is a typical Jew who likes to show-off.
- (3) People who are made to feel unwanted will find some way to compensate for these feelings.
- (4) Nathan was not so much better than the others; he just looked better because he tried harder.
- (5) None of the above seem to be good reasons.

(1)18. Helen was not making satisfactory progress in her history class although she tried hard. Wanting to do better she went to her teacher to find out what her trouble was and found reading was the cause.

- (1) Helen was honest with herself, facing her problem.
- (2) She should drop the course if it is too hard for her.
- (3) She was smart-the teacher will be easier on her now.
- (4) She wasn't bright-the teacher will be watching her now.
- (5) None of the above seem to be good reasons.

(2)19. Mr. Smith enjoyed working about the house when he was home at which John helped him. They talked and enjoyed working together. When a business trip took Mr. Smith away from home several weeks, Mrs. Smith was very pleased with his helpfulness.

- (1) John was like his father.
- (2) John was following his father's example and training.
- (3) John probably felt important during his father's absence.
- (4) It was natural for him to be helpful while his father was gone.
- (5) None of the above seem to be good reasons.

(1)20. When they were younger Mrs. Harris said she had no patience with her girls puttering around the kitchen or doing housework. She said they were more trouble than they were worth. They are in high school and she says you would think girls who had had so much done for them would do something in return.

- (1) The Harris girls have not been trained to be self-reliant.





- (2) They are old enough to have a sense of responsibility.
- (3) Adolescent girls are irresponsible.
- (4) High school girls have little time for housework.
- (5) None of the above seem to be good reasons.

- (4) 21. Louise is an active member of the dramatics club. She designs sets, paints scenery, designs costumes, makes posters, does an effective job in making up the actors. She enjoys seeing the overall effect as right as possible. She is an important factor in the success of the club's undertaking but gets none of the limelight.
- (1) She does not think enough about herself.
  - (2) She seems to be a generous girl who allows herself to be imposed upon.
  - (3) Artists are not practical minded people.
  - (4) Louise gets satisfaction in having her efforts merge with others in creating a successful play.
  - (5) None of the above seem to be good reasons.





## B. KEY TO PROBLEMS AND OBJECTIVES

Number of Objectives (Master drives and feelings)  
 Behavior Nos. 5 and 7 enter most of the problems  
 Problem Educational, 1938.

1	2. Burnham, William, <u>5, 6, 10, 19</u> <u>Unpleasant Personality</u> . New York: D. Appleton and Company, 1934.
2	17, 9
3	3. Burnham, William, <u>The Normal Mind</u> . New York: D. Appleton and Company, 1934.
4	2, 6, 15
4	4. Dorsey, John W., <u>Foundations of Human Nature</u> . New York: Longmans, Green and Company, 1935.
5	11
5	4, 6, 15
6	5. Elliot, Harrison C., and Elliot, Grace L., <u>Solving Personal Problems</u> . New York: Henry Holt, 1936.
6	1, 8
7	6. Fiedler, E., <u>Emerson, On Being a Good Person</u> . New York: Harper and Brothers, 1934.
7	13
8	3
9	7. Groves, Ernest R., <u>Understanding Yourself</u> . New York: Longmans, Green and Company, 1935.
9	10
10	8. Hardy Jones, Luther and Fodder, Ruth, <u>Coming of Age</u> . New York: Whittlesey House, 1941.
11	14
11	18, 7
12	9. March, H. W., <u>Building Your Personality</u> . New York: Prentice Hall, Inc., 1935.
12	2
13	10. Sherman, Mabel, <u>Mental Conflicts and Personality</u> . New York: Longmans, Green and Company, 1935.
13	6
14	10, 12, 18
15	11. Gull, W.L. and Rogers, F.F., <u>Personal and Social Adjustment</u> . New York: Macmillan Company, 1935.
15	12, 13
16	11
17	6, 15, 5, 7
18	17, 9
19	2
20	12, 13
21	16





E. LIST OF MATERIALS FOR TEACHER' USE

1. Bell, Howard M., Youth Tell Their Story.  
Washington, D.C.: American Council on  
Education, 1938.
2. Burnham, William, The Wholesome Personality.  
New York: D. Appleton and Company, 1932.
3. Burnham, William, The Normal Mind.  
New York: D. Appleton and Company, 1924.
4. Dorsey, John M., Foundations of Human Nature.  
New York: Longmans, Green and Company, 1935.
5. Eliot, Harrison S., and Eliot, Grace L., Solving  
Personal Problems. New York: Henry Holt, 1936.
6. Fosdick, Harry Emerson, On Being a Real Person.  
New York: Harper and Brothers, 1943.
7. Groves, Ernest R., Understanding Yourself.  
New York: Greenberg, Publisher, Inc., 1933.
8. ~~Loyd~~ Jones, Esther and Fedder, Ruth, Coming of Age.  
New York: Whittlesey House, 1941.
9. Marsh, H. M., Building Your Personality. New York:  
Prentice Hall, Inc., 1938.
10. Sherman, Mandel, Mental Conflicts and Personality.  
New York: Longmans, Green and Company, 1938.
11. Uhl, W.L. and Powers, F.F., Personal and Social  
Adjustment. New York: Macmillan Company, 1938



# E. LIST OF MATERIALS FOR TEACHERS' USE

1. Bell, Howard M., Young Tell Their Story.  
Washington, D.C.: American Council on  
Education, 1938.
2. Burnham, William, The Wholesome Personality.  
New York: D. Appleton and Company, 1932.
3. Burnham, William, The Normal Mind.  
New York: D. Appleton and Company, 1934.
4. Dorsey, John M., Foundations of Human Nature.  
New York: Longmans, Green and Company, 1935.
5. Elliot, Harrison D., and Elliot, Grace L., Solving  
Personal Problems. New York: Henry Holt, 1938.
6. Foadick, Harry Emerson, On Being a Real Person.  
New York: Harper and Brothers, 1940.
7. Groves, Ernest R., Understanding Yourself.  
New York: Greenberg, Publisher, Inc., 1933.
8. Koby-Jones, Esther and Fadder, Ruth, Growing of Age.  
New York: Whitlsey House, 1941.
9. Marsh, H. M., Building Your Personality. New York:  
Prattice Hall, Inc., 1933.
10. Sherman, Mabel, Mental Conflicts and Personality.  
New York: Longmans, Green and Company, 1938.
11. Uhl, W.L. and Powers, F.F., Personal and Social  
Adjustment. New York: Macmillan Company, 1938.

## CONTENTS

### I The Unit

### II The Specific Objectives

### III Indirect Learning Products

### IV Outline of Content

### V The Unit Assignment

#### A Introduction of Unit to the Class

#### B Test A

#### C Questions, Experiences, References

### UNIT II

#### D Optional Experiences

### PREJUDICE

#### E Test B

#### F Objective Test

#### G References





## CONTENTS

- I The Unit
- II The Specific Objectives
- III Indirect Learning Products
- IV Outline of Content
- V The Unit Assignment
  - A Introduction of Unit to the Class
  - B Test A
  - C Questions, Experiences, References
  - D Optional Experiences
  - E Test B
  - F Objective Test
  - G References





## PREJUDICE

### I UNIT II

It is important that the student recognize the United States is composed of many diverse groups of people whose individual members differ greatly from one another. Hostile and unfriendly attitudes exist between peoples because social conditioning creates different viewpoints and because limited and false information is accepted as fact.

It is important the student develop a sense of individual responsibility for promoting intergroup understanding, a sense of social justice and a favorable attitude toward change.

It is the purpose of this study to present material which will help the student be more friendly in his attitudes and more objective in his judgments. He will see that undemocratic practises of long standing require correction. A knowledge of the power of the social world in molding habit and thought will show him that the barriers erected by them are not unsurmountable.

### II SPECIFIC OBJECTIVES

1. Environment and cultural background condition individual development.
2. Comparison of races and nationalities shows human nature is pretty much the same regardless of lan-





guage and color.

3. Scientists find the races of mankind are equal in potential ability.
4. The barriers of distrust and antagonism which now exist between racial and national groups must be broken down if the minority populations in the United States are to become an integral part of the nation.
5. A sense of civic responsibility must be promoted in American citizens, native and foreign born.
6. Prejudice wastes potentialities, warps personalities, and lowers economic standards.
7. Individuals within a group differ greatly from one another.
8. The Jewish people are inaccurately described as a "race".
9. Indians, and Orientals face the same problems of discrimination, social, economic, and civic, as the Negro.
10. Economic competition creates racial antagonism and prejudice.
11. White minorities who have racial, religious, and social characteristics that differ from the majority feel the pressure of prejudice.
12. Differences among races are due to differences in environment and cultural background and not to dif-





ferences in innate ability.

13. The culture of the United States has been enriched by worthwhile contributions from all the peoples that make up its population.

14. Emotionalized words carry implications of prejudice that influence our attitudes.

### III INDIRECT LEARNING PRODUCTS

1. Willingness to face facts.
2. Interest in social thinking.
3. Sense of social responsibility.
4. Sensitiveness to the wants and problems of others.
5. Adaptability to ever-changing character of democracy.

### IV OUTLINE OF CONTENT

#### A. How Prejudice Develops

1. The social conditioning of the human person creates differences.
  - a. Customs are learned behavior.
  - b. Economic conditions create conflicts and tensions.
  - c. Racial and religious factors influence people.
  - d. National factors mold habits and viewpoints.
2. There is a tendency to consider one's own race and national group superior.
  - a. The classification of races.
  - b. The causes of skin color
    - (1) Carotene gives a yellow color.





(2) Melanin is the chemical producing  
brown skin color.

(3) The proportion of these chemicals determine skin color.

c. The fallacy of pure races.

(1) There have been constant movements of people over the earth before and after recorded history began.

(2) The four blood types are common to all peoples.

3. When different races and nationalities have come into contact their different concepts have caused tensions and conflicts.

#### B. Racial and Nationality Conditions in the United States

1. The concepts of racial superiority and inferiority persist.

a. Industrialization and economic competition create wide barriers

b. The problem of helping large groups of people with different backgrounds enter the national life is a complex one.

2. The rapid expansion of the country encouraged large scale immigration

a. The Negro was brought here as slave labor for the southern plantations.

b. The Chinese and Japanese came to the Pacific





Coast in small numbers.

- (1) The Chinese make their home in city colonies.
  - (2) The Japanese are agriculturists who form their own communities.
    - (a) They reclaimed the Imperial Valley from a desert waste into fertile land.
  - (3) Prejudice has forced them to live apart from the white population.
- c. Southern and Eastern European peoples came in large numbers.
- (1) Differences in customs and religion created problems.
  - (2) Opportunity was restricted largely to industrial labor, giving them low economic status and undesirable living conditions.
  - (3) Prejudice and poverty combined to form city colonies creating social problems for them and their children.

## C. The Problems of the American Negro.

### 1. His life in the south.

- a. Low economic and social status restrict opportunities and kill ambition.
- b. He is given meagre schooling.





c. Many restrictions are imposed upon him that retard his development.

(1) "Jim Crow" laws create a caste system.

(2) The Fourteenth and Fifteenth Amendments are abrogated.

(3) Segregation in housing and education.

(4) Inequalities in the courts.

(5) Lynchings and intimidation reinforce the caste system.

## 2. The Negro in the north

a. Immigration restrictions opened industrial opportunities.

b. His standard of living is higher in the north.

c. He lives in segregated districts, in the poorer districts.

d. His educational opportunities are enlarged.

e. Professional and business opportunities are restricted largely to his own people.

## 3. The social problems of the Negro.

a. Housing - they live in crowded, unhealthy quarters because of poverty and segregation.

b. Many of their problems grow out of poverty and its concomitants.

c. Education

(1) In the south less than half the per capita expenditure per white child is made per Negro child.





(2) Negro leadership

(a) Poor schools do not prepare them for entry into advanced schools.

(b) A quota system restricts entry into white colleges for which they have adequate preparation.

(c) There are not enough Negro colleges and professional schools to meet the needs.

(d) There is an acute need for Negro physicians.

(3) Washington, DuBois and Carver are outstanding educators.

(4) Advance has been made in the creative fields with significant work in poetry, prose, drama, art, music, movies and editorial writing.

4. Agencies working for race betterment and racial understanding include:

a. Commission on Education and Race Relations  
b. National Association for the Advancement of Colored People.

c. The National Urban League

d. The Julius Rosenwald Foundation

e. Commission on Interracial Cooperation

f. The Civil Liberties Union

g. The Department of Race Relations of the Federal





g. Council of the Churches of Christ in America.

h. National Conference of Christians and Jews.

#### D. The American Indian

1. His position is unique: he is a minority in his native land.

#### 2. Federal Indian Policy.

a. Washington's administration continued the colonial policy of permitting Indian tribes to retain lands on which to live.

b. On the theory the Indian would adopt white standards and become Americanized, the government undertook to break up tribal organizations.

c. Tribal organization has been restored under the current policy.

(a) Tribes are encouraged to incorporate to control land and capital.

(b) A body of directors is elected to regulate financial and social affairs.

(c) This policy gives permanent status to reservations.

#### 3. Life of Reservation Indians.

a. Health: The increasing population indicates an improved adjustment to white civilization.

b. Economic opportunities are restricted largely to agriculture, livestock production, and handicrafts.

c. Housing is largely of a simple cabin type.





d. Education.

(1) The attempts to Americanize through boarding schools were abandoned because ineffective.

(2) The new day school policy leaves the children with their parents but continues to isolate them from white contacts.

4. All Indians have the status of citizens, entitled to vote.

5. Contributions of the American Indian

a. Food, folk medicine, inventions, linguistic additions and art design have been among his gifts.

b. The development of anthropology stemmed largely from study of the American Indian.

c. His social structure had its influence on our society: he did not become a subservient class.

E. Other Minority Groups in Our Country.

1. Those who came in the last seventy years belong to the "new" immigration.

a. They include people from the Slavic, East European, and South European countries.

b. The Mexicans, numbering one and three-quarter millions, present many complex problems.

c. The crowded cities in which they live do not offer a favorable environment in which to learn American ways.

2. Discrimination and prejudice accompany their low





economic status and differences in language and customs.

a. It is natural for nationality groups to preserve their own culture.

F. The Creation of a Cultural Democracy.

1. The culture of the American people is a composite of the cultures of all America's groups.

a. Each group is an integral part of the nation.

2. The public schools provide a common background.

a. The teacher should understand cultural backgrounds and nationality characteristics and their contributions.

3. All agencies of education should be aware of the problems of prejudice and the injustices that grow out of it.

a. They should construct a program to meet these problems.

b. Every agency of education should direct its efforts to build attitudes of cooperation.

V UNIT ASSIGNMENT II

A. Introduction by the teacher

\*

On the bulletin board there will be a map showing the different races and nationalities that have contributed to the building of the United States.

The class will come to order by taking a short test on questions relating to prejudiced attitudes. During the

\*Map source: Council Against Intolerance, 17 E. 42nd Street, New York City. Title: America: A Nation of One People From Many Countries. (54x36 inches)





assignment, the class will write a theme on any changes in attitude that may have resulted from the study. A test on attitudes will be given at the close of the study.

Boys and girls are always interested in what relates to themselves. An inventory of the nationalities represented by the class will be taken, a student keeping tally at the blackboard. From the data a world map with North and South America as a center will be prepared by students. From the locale red strings will stretch to every country of origin the class represents.

Volunteers will be asked to tell the story of how their family decided to come to the United States. From their personal stories it should develop that the community is rich in material for them.

Pictures representing diverse peoples of various occupations and showing changes between first, second and third generation Americans as they are influenced by the American scene will be shown through the opaque projector. (Survey Graphic offers excellent source material. Erskine Caldwell's and Margaret Bourke-White's "You Have Seen Their Faces", a photographic record of the effect of economic conditions on Southern white and Negro, will furnish additional illustrations.)





B. Directions: Place a plus (+) sign in the space provided if you think the statement is true; a minus (-) sign if you think the statement is false.

- \_\_\_\_\_ 1. A successful person is one who makes a lot of money.
- \_\_\_\_\_ 2. The colored races are inferior to the white race in mental, moral, and spiritual powers.
- \_\_\_\_\_ 3. Immigrants are inferior to native born Americans.
- \_\_\_\_\_ 4. It is right for superior people to control inferior people.
- \_\_\_\_\_ 5. Poverty breeds character.
- \_\_\_\_\_ 6. The majority is always right.
- \_\_\_\_\_ 7. Most Negroes are incapable of learning much.
- \_\_\_\_\_ 8. Other races than the white have contributed to civilization.





## C. Activities For All

### I. Questions and Experiences:

1. Make a study of a minority group. Collect all the material you can find relating to the group and make a scrapbook. Be prepared to report to the class on the group as a whole, and on features of special interest.

a. Points to emphasize: Try to get a complete picture of the cultural background, home life, ways of making a living, social status, civil status, religious practices, educational program, chances for social, economic, and political recognition, and contributions being made to American life by this group.

b. Several can work together in making a study of a large group like the Negroes. First, make a general study; then, each can make a thorough study of a problem like housing, education, denial of civil rights, segregation, etc.

c. Sources for material: see references.

(1) Pictures, periodicals (consult Reader's Guide to Periodical Literature), World Almanac, U.S. census, and short stories.

(2) Other sources: Personal interviews  
Letters you can write  
Places to visit  
Statistics





- d. The following questions will help you in the analysis of each group:
  - (1) What civilian rights do they enjoy, in practice as well as theory?
  - (2) What is the true economic and social position of each group?
  - (3) What are the attitudes of the American people toward each group?
  - (4) How does economic rivalry accentuate the problem of each group?
  - (5) How has crowded city life made the problem worse?
  - (6) What forces are at work changing the situation?
  - (7) What situations are we perpetuating that make the problem worse?
  - (8) What can we do to change American attitudes and practices toward the people who make up these groups?
2. What is prejudice? Where do we get our prejudices? How do we recognize prejudice? What can we do about it?
3. How may the development of society be hindered by prejudices.
4. List suggestions that you would like to make to remove discriminatory practises from our American life.





5. Make a list of the groups of people in the United States who are regarded with antagonism by some other group.
6. What large groups of foreign speaking people live in your state now? Who are outstanding leaders of their nationality in this country? What have been their accomplishments?
7. Should certain minority groups be excluded from schools, apartment houses, hotels, restaurants, or employment as is done in many places?
8. Bring to class newspaper clippings, or other articles that illustrate racial, nationality or religious prejudices.
9. Be prepared to make suggestions to improve relationships between members of groups. What are some of the things you personally could do as your contribution to stamp out prejudice.
10. Try to put yourself in the place of a member of such a group. What effect would it have on you?
11. The Japanese in being removed to concentration camps had to dispose of their possessions at forced sale prices. They are industrious people and their skill had reclaimed land from waste to productive acres like the Imperial valley. Do you think some of the animosity directed against them was a defense mechanism? Or was suspicion justified? Do not jump to





conclusions. (Consult the Reader's Guide for informed opinion. Fortune Magazine, April, 1944 contains an article by the American Council on Public Affairs, "Issei, Neisi, and Kibei".

12. Under what conditions do Mexican crop workers live? What could be done to help them? What are some of the special problems of adaption that confront them?
13. How do you account for the fact that the Japanese in this country are so often farmers, while the Chinese are city dwellers?
14. Are the Jews a homogeneous group?
15. Why should there be a color prejudice? Many southerners are said to have been greatly attached to their colored Mammys and to have had deep affection for them. How do you reconcile these opposing attitudes?
16. What are the factors that enter into the development of national characteristics?
17. Are there any superior or inferior nationalities or races? What is the evidence? In what ways are all people alike? What causes the differences?
18. Do you think the United States has been benefitted by having many diverse peoples in its population? What are some of the advantages and disadvantages?
19. What are some of the gifts the various groups have made to our society?





20. If you had a Jewish friend would you like to hear him called a "kike"? An Italian friend, a "wop"? What is the intent of such epithets?
21. Are we really democratic? Is there equality of opportunity?

## II References

1. Required reading (any one):
  - a. Arnold, Joseph I., Challenges to American Youth. Evanston, Ill.: Row, Peterson, 1940. pp. 72-87; 512-536.
  - b. Gavian, Groves, Gray, Our Changing Social Order. Boston: Heath and Company, 1947. pp. 84-97; 582-595.
  - c. Hughes, R. O., Today's Problems. New York: Allyn and Bacon, 1942. pp. 179-199; 307-328.
  - d. Blaich, Theodore P., and Baumgartner, Joseph C., The Challenge of Democracy. New York: Harper and Brothers, 1947. pp. 623-643; 644-657.
2. References for special minority group study:
  - a. These references include sections on many of the national groups and should be consulted in connection with each group.
    - (1) McWilliams, Carey, Brothers Under the Skin. Boston: Little, Brown and Company, 1942. A provocative, recent study of the several neglected aspects of our minorities problems.
    - (2) Smith, C. W., Americans in the Making.





New York: D. Appleton-Century Company, 1939.

(3) Wittke, Carl, We Who Built America. New York: Prentice-Hall, 1939.

(4) Beard, A.E.S., Editor, Our Foreign Born Citizens. New York: Thomas Y. Crowell Company, 1941. Brief biographical sketches of selected persons who have made significant contributions to American life.

b. Activities of Minority Groups:

(1) "Color: Unfinished Business of Democracy", Survey Graphic, XXXI, No. 11 (November, 1942)

(2) Commager, H.S., Majority Rule and Minority Rights. New York: Oxford University Press, 1943.

(3) Gould, Kenneth, They Got the Blame: The Story of Scapegoats in History. New York: Association Press, 1942.

(4) Bolles, Blair, "The Stew in the Melting Pot", Harper's Magazine, 186 (January, 1943), pp. 179-186.

(5) Lasker, Bruno, Race Attitudes in Children. New York: Henry Holt and Company, 1929.

(6) Adamic, Louis, From Many Lands. New York: Harper and Brothers, 1940.

c. Contributions of Minorities:

(1) Jordan, Emil, Americans. New York: W.W. Norton and Company, 1939.





(2) Wittke, Carl, We Who Built America. New York: Prentice-Hall, 1939.

(3) Burke, Constance, The Roots of American Culture. New York: Harcourt, Brace and Company, 1942.

(4) Beard, A.E.S., Our Foreign Born Citizens. New York: T.Y. Crowell Company, 1941.

d. Negroes:

(1) Davis, Allison, and Dollard, John, Children of Bondage: The Personality Development of Negro Youth in the Urban South. Washington, D.C.: American Council on Education, 1940.

(2) Negro in American Life. Messner, 1944.

(A Picture book sponsored by the Council Against Intolerance in America).

(3) Negro Housing in Chicago. Cayton, Horace R. Council for Social Action (Congregational and Christian Churches), 1940. "Poor people whether Negroes, Italians, Jews or southern 'poor whites' all ask the same question: 'Where can a decent home be found for the amount of rent we can afford to pay'?"

(4) The Negro Seeks Economic Freedom Through Cooperation. Reddix, J.L. Cooperative League of U.S. of America, 1936.

(5) Every Tenth Pupil. Julius Rosenwald Found-





ation, 4901 Ellis Avenue, Chicago. (The story of Negro Schools in the South and School Money in black and white) Free.

(6) Fundamentals of Negro Education. United States Office of Education, Bulletin No. 6, 1935.

(7) Education of the Negro in the American Social Order. Prentice-Hall, 1934.

(8) America's Tenth Man. Eleaser, Robert B. Commission on Interracial Relations, Atlanta, Georgia, 1932.

(9) The Negro in America. Public Affairs Pamphlets by the Public Affairs Committee, No. 107; Will Negroes Get Jobs Now, No. 111.

e. Italian Americans:

(1) Italian Americans. New York: Building America, 1942.

(2) Valenti, Angelo, Golden Gate. New York: The Viking Press, 1939. (A book about Nino, an Italian boy who leaves his village home in Tuscany to join his father in California).

(3) Our Racial and National Minorities. Brown, F.J., and Roucek, J.S. (Editors). Prentice-Hall, Inc., 1937.

(4) One America. Brown, F.J., and Roucek, J.S., (Editors). Prentice-Hall, Inc., 1945.

f. Mexicans:

(1) Wallace, Stegner and Editors of Look,





One Nation. Pacific Races, Mexicans, Indians, Negroes, Culture, Creed). Boston: Houghton, Mifflin Company, 1945.

(2) One America. Brown and Roucek, Prentice-Hall, 1945.

g. Indians:

(1) Seymour, F.W., We Call Them Indians.

New York: D. Appleton-Century Company, 1940

(2) Collier, John, The Indian of the America.

New York: W.W. Norton, Inc., 1947.

(3) Radin, Paul, Story of the American Indian.

Liveright, 1934.

h. Japanese

(1) What About Our Japanese Americans? No. 95, Public Affairs pamphlets.

(2) Ekstein, G. Noguchi. New York: Harper and Brothers, 1931. The biography of a poor Japanese peasant who became in America one of the world's greatest scientists.

(3) See references under minorities and Mexicans.

i. Chinese:

(1) Lowe, Pardee, Father and Glorious Descendant. Boston: Little, Brown and Company, 1943. (An autobiography dealing with the relations between the first and second generation.)





- (2) B. Schrieke. Alien Americans. Viking Press, 1936.

j. Jewish People:

- (1) Schuster, G.N. The Riddle of American Jewry. New York: The Dial Press, 1939. A discussion of anti-Semitism in America.
- (2) Gould, Kenneth, They Got The Blame: The Story of Scapegoats in History. New York: Association Press, 1942.
- (3) Locke, Alain and Stern, B.J., Editors, When Peoples Meet. New York: Progressive Education Association, 1942. A valuable collection of readings on culture conflicts.
- (4) Commager, H.S. and Nevins, Allen, Editors, The Heritage of America. Boston: Little, Brown, and Company, 1939. A collection of well-chosen extracts from many sources comprising a kind of autobiography of America.
- (5) Roth, Cecil, The Jewish contribution to Civilization. New York: Harper and Brothers, 1940.

DD. Suggestions for Optional Related Student Activities.

1. Prepare an exhibit of newspaper clippings relating to the study.
2. Make a study of a minority in the community. Find out the number of people in the group. Collect data





on living conditions, health conditions, income, educational advantages, recreational advantages, occupations and community attitude. Make a plan for improvement of unfavorable conditions which you may find.

3. Form a committee to interview the municipal judge, superintendent of schools, or the local welfare bureau. See if any unfavorable behavior may be attributed to low incomes, bad home environment, lack of educational facilities or any other environmental influence.
4. Read selections from Bruno Lasker's Racial Attitudes of Children. Can you add an account from your own experience? Write it up and hand it in.
5. Prepare an exhibit of photographs (from magazines) relating to the study.
6. Make a display of materials pertaining to a group; include copies of paintings, other works of art, books, handicrafts, music.
7. Arrange maps, pictures or other data on the bulletin board to assist in visualization of this problem.
8. Collect data on any person in the community who represents a minority group who has made a significant contribution to the community or who has reached a place of more than ordinary importance in the world. What were the causes of his rise? What did the community do to give him a chance?





9. Interview a leader of a minority group in the community. Find out what his suggestions are for improving human relations within the community.
10. Investigate the findings of scientists in regard to the problem of inferiority or superiority of races. (See Races of Mankind by Ruth Benedict and Gene Weltfish, Public Affairs Pamphlet No. 85.)
11. Investigate the contributions of various minorities to the cultural growth of our country. Name some of these people who have made these contributions and what their contribution has been.
12. Make a "Who's Who" of present day minority representatives in places of leadership.
13. Write to the United States Commissioner of Indian Affairs, Department of the Interior, Washington, D.C., for literature on American Indians, and make a report on information that you find pertinent to the study.
14. Collect Negro newspapers. Read selections in class and try to evaluate the problems presented; discuss their suggestions.
15. Send to an outstanding Negro educational institution for literature and report in a floor talk before the class on some of these institutions. A few suggestions are:
  - a. Lincoln University, Jefferson City, Mo.
  - b. Fiske University, Nashville, Tenn.
  - c. Hampton University, Hampton, Va.
  - d. Howard University, Washington, D.C.





e. Tuskegee Institute, Tuskegee, Alabama.

16. Send for a copy of the booklet, "Singer in the Dawn", and "Collections of Spirituals" to the Committee on Education and Race Relations, 710 Standard Building, Atlanta, Ga. Report on the origin, number and variety of Negro spirituals. Try to learn to play and sing some. What is their real meaning and significance so far as this problem is concerned.
17. Learn some of the Indian legends. What is it in traditional Indian culture that would make it difficult for him to adapt himself to our individualistic civilization.
18. Make a study of some outstanding musical artist who would be a representative of the groups we are studying. If possible bring a recording to the class.
19. Investigate the opportunities of all racial and religious groups to secure an education. Do they have equal chances to enter the professions, or occupations they choose?
20. Send for a copy of "Better Race Relations", published by Margaret Halsey and others, address Dept. A, 210 W. 90th Street, New York 24. Report on it.
21. Work out a stunt with a group to test the ability the ability of class members to report an exciting event. Work out the stunt carefully in advance and keep it a secret from the rest of the class. Much of what we believe is based on opinions of others,





and their impressions of people and occurrences. It will help you to see why unsupported 'evidence' must be accepted with caution.

### Drawings

1. Make a mural showing the part people of various races and nationalities play in American life.
2. Make a poster with the caption, "Americans All."
3. Make a series of drawings illustrating different type Negro faces.
4. Make a series of drawings illustrating different type Jewish faces.
5. Make a collection of cartoons or illustrations that are based on stereotypes of the peoples studied.

### Plays to Write

1. Pretend you are a member of a Japanese family that farms a tract of land. You have just learned that you must leave your home, dispose of your possessions, and go to the concentration camp. Write the dialogue of a family discussing the situation.
2. Write a play of family life showing how it influences attitudes and the opinions of members.
3. Write a pageant dramatizing some of the gifts to America of the groups making up the population.
4. Dramatize an Americanization program that you think would lower the barriers of prejudice.

### Subjects for Panel Discussions.

1. The reservation does not equip the Indian to become





an integral part of American life.

2. The deep respect of the American Indian for human personality would help us in the solution of our discrimination problems.
3. Diversity within unity should be the pattern of Americanization.
4. The democratic way of life is endangered more by prejudice within than by outside challenges to our democracy.

Subjects for floor talks or themes:

1. Report on some community that is doing something constructive to solve the problem of prejudice.
2. My ancestors were representatives of minority groups.
3. Report on intelligent programs of racial relationships that have been developed.
4. The United States is a nation of minorities.
5. Propaganda organizations perpetuate bad practices and attitudes regarding minorities.
6. Professional opportunities and handicaps of minorities in our country.
7. Misunderstandings are perpetuated in literature, history, and the movies in regard to minorities.
8. How I try to free myself of prejudice.
9. The health problems of our minorities are a danger to all of us.
10. Economic security is the basis of any worth-while attack on minority problems.





11. Emotionalized words, such as half-breed, teeming hordes, swarms of immigrants, tolerance suggest prejudiced attitudes.
12. The myth of racial superiority.
13. The influence of environmental changes on physical and temperamental characteristics.
14. Our diversified population is a source of strength.

To further your understanding of minority problems, read a book in this list:

1. R. Wright, Black Boy. New York: Harper Brothers, 1945.
2. Graham, S., and Lipscomb, G.D., Dr. George Washington Carver. Messner, 1944.
3. Means, Florence, Shuttered Windows. Boston: Houghton Mifflin Company, 1938. (A visit to the south by a Northern Negro girl develops in her an appreciation of her own people and a desire to spend her life helping them.)
4. DuBois, W.E.B., The Souls of Black Folk. McClure, 1931.
5. DuBois, W.E.B., Black Folk: Then and Now. New York: Henry Holt and Company, 1939.
6. Embree, Edwin R., Thirteen Against the Odds. New York: Viking Press, 1944.
7. Bobtemps, Arna, and Conroy, Jack, They Seek a City. New York: Doubleday, Doran and Company, Inc., 1945. (Dealing with Negro migration to northern cities during three periods of American history).





Stories of various ethnic groups

1. Papashvily, G., Anything Can Happen. New York: Harper and Brothers, 1945. (This is an account of a Georgian Russian in America).
2. Gollomb, J., Up at City High. New York: Harcourt, Brace and Company, 1945. (A new student meets minority problems in a large high school.)
3. Rizk, Salom, Syrian Yankee. New York: Doubleday, Doran, 1943.
4. Vardoulakis, Mary, Gold in the Streets. New York: Dodd, Mead and Company, 1945. (This book portrays the loyalty of the Greeks to each other. It pictures how people of similar backgrounds crowd together in an industrial town.)
5. McLellan, M.B., and DeBouis, A.V., Editors, Within Our Gates. (Short stories of various ethnic groups.)
6. Kerr, Annie, Strangers No Longer. New York: Friendship Press. (Short stories of foreign-born groups in many cities.)
7. Commager, Henry Steele, "President's Research Committee on Social Trends in the United States". New York: Harper and Brothers. (An analysis of the meaning of loyalty. It does not mean conformity).
8. Manners, William, Father and the Angels. New York: E.P. Dutton. (Boyhood years of writer as son of rabbi.)
9. Tunis, John, Yeah Wildcats. New York: Harcourt, Brace and Company, 1944. (Sport stories with intercultural





significance.)

10. Corsi, E., In the Shadow of Liberty. New York: Macmillan Company, 1935.
11. Taylor, Eva, Men Are Brothers. New York: Viking Press, 1937. Examples from the lives of great men of different creeds.
12. Ferber, Edna, A Peculiar Treasure. New York: Doubleday, Doran and Company, 1939. (The autobiography of a famous Jewish woman.)
13. Means, Florence, The Moved-Outers. Boston: Houghton Mifflin Company, 1945. (A story of a Japanese-American family and their experiences in a relocation center.)
14. Powdermaker, Hortense, Probing Our Prejudices. New York: Harper and Brothers, 1944. (An attempt to help high school students become aware of their prejudices and to help understand their nature and origin.)

#### Films

1. Make Way for Youth. 16mm sound track. Anti-Defamation League, 68 Devonshire Street, Boston. (Based on a real life incident in Madison, Wisconsin involving prejudice. Termed the best ever by high school students.)
2. World We Want to Live In. 16mm sound motion picture. 1 reel (10 min.) The film depicts forces of intolerance on the other side of Atlantic and then asks: "What is our record here in America"?
3. Brotherhood of Man. Color cartoon, 11 minutes. Based



(significance.)

10. Goral, E., In the Shadow of Liberty. New York: Mac-

millan Company, 1935.

11. Taylor, Eve, Men Are Brothers. New York: Viking Press,

1937. Examples from the lives of great men of differ-

ent creeds.

12. Forster, Edna, A Peculiar Treasure. New York: Doubleday,

Born and Company, 1939. (The autobiography of a fam-

ous Jewish woman.

13. Means, Florence, The Moved-Outers. Boston: Houghton

Mifflin Company, 1945. (A story of a Japanese-American

family and their experiences in a relocation center.)

14. Powdermaker, Hortense, Probing Our Prejudices. New

York: Harper and Brothers, 1944. (An attempt to help

high school students become aware of their prejudices

and to help understand their nature and origin.)

Film

1. Make Way for Youth, 16mm sound track. Anti-Discrimination

League, 68 Devonshire Street, Boston. (Based on a

real life incident in Madison, Wisconsin involving

prejudice. Formed the best ever by high school students.)

2. World We Want to Live In. 16mm sound motion picture.

1 reel (10 min.) The film depicts forces of intoler-

ance on the other side of Atlantic and then asks:

"What is our record here in America?"

3. Brotherhood of Man. Color cartoon, 11 minutes. Based

on Races of Mankind by Ruth Benedict and Gene Weltfish. (The scientific facts of the biological commonness of all peoples, explained in animation).

4. The Color of a Man. 20 minutes. (A plea for better human relations throughout the world in terms of common interests and needs. 16 mm. sound motion picture. Rental sources obtained from Film Publishers, Inc., 25 Broad Street, New York 4, N.Y. Can be obtained from Anti Defamation League, 68 Devonshire Street, Boston.
5. Americans All. 15 minutes. The film shows racial and religious antagonisms in the United States and suggests ways of meeting the problem through school and community. Anti-Defamation League, Boston. Also Informative Classroom Picture Publishers, Grand Rapids 2, Mich. (\$2.50).
6. One People. 12 Minutes. Color, animated cartoon. Ralph Bellamy, narrator. (The story of the settling of America by groups of every national origin, and the contributions each group has made to our American culture.)
7. Towards Unity. 11 minutes. Shows by documentary compilation that all men, regardless of race, color or creed, are alike because of similar needs and problems. This is demonstrated by showing all types of children, still unaffected by prejudices, at play.





# QUESTIONNAIRE\*

E. Directions: Answer Yes or No to each of the following questions by putting a check mark in the Yes or No column. Please answer these questions honestly. Do Not put your name on this paper.

		Girl	Boy
Check which:		Yes	No
1.	Would you be willing to have members of the following groups among your close friends?-----		
	a. Negroes-----		
	b. Chinese-----		
	c. Catholics-----		
	d. Jews-----		
	e. Protestants-----		
	f. Mexicans-----		
	g. Japanese-----		
	h. Indians-----		
	i. Filipinos-----		
	j. Hindus-----		
2.	Do you feel uneasy in the presence of:		
	a. Negroes-----		
	b. Jews-----		
	c. Orientals-----		
3.	Would you object to living in the same house with a Jewish family?-----		
4.	Would you object to living in the same house with a Negro family?-----		
5.	Would you object if a number of Jewish families began to move into your neighborhood?-----		
6.	Would you object if a number of Negro families began to move into your neighborhood?-----		
7.	Are most Negroes, on the average, less intelligent than white people?-----		
8.	Are most Negroes poor because they lack ambition?-----		
9.	Are there many poor Jews in the United States?-----		
10.	Do you consider any of the following groups to be races:		
	a. Indians-----		
	b. Jews-----		
	c. English-----		
	d. Italians-----		
	e. Japanese-----		

\* This test was constructed from published attitude tests by C. Zahringer, Boston University, and was tested at Newton High school. The writer has incorporated the changes deemed appropriate by the testing together with minor additions appropriate to this unit.



## QUESTIONNAIRE

E. Directions: Answer Yes or No to each of the following questions by putting a check mark in the Yes or No column. Please answer these questions honestly. Do not put your name on this paper.

Check which:		
Yes	No	
		1. Would you be willing to have members of the following groups among your close friends?
		a. Negroes
		b. Chinese
		c. Catholics
		d. Jews
		e. Protestants
		f. Mexicans
		g. Japanese
		h. Indians
		i. Filipinos
		j. Hindus
		2. Do you feel uneasy in the presence of:
		a. Negroes
		b. Jews
		c. Orientals
		3. Would you object to living in the same house with a Jewish family?
		4. Would you object to living in the same house with a Negro family?
		5. Would you object if a number of Jewish families began to move into your neighborhood?
		6. Would you object if a number of Negro families began to move into your neighborhood?
		7. Are most Negroes, on the average, less intelligent than white people?
		8. Are most Negroes poor because they lack ambition?
		9. Are there many poor Jews in the United States?
		10. Do you consider any of the following groups to be races:
		a. Indians
		b. Jews
		c. English
		d. Italians
		e. Japanese

\* This test was constructed from published attitude tests by C. Seitzinger, Boston University, and was tested at Newton High School. The writer has incorporated the changes deemed appropriate by the testing teacher with minor

	Yes	No
11. Do you object to sitting next to Negroes on busses and street cars?-----		
12. Would you dance with a Negro fellow-student?		
13. Should Negroes be allowed to work with white people, holding the same type of jobs, provided they have the qualifications?-----		
14. Should Negroes be permitted to eat at restaurants for white people?-----		
15. Should Negroes be permitted to patronize hotels for white people?-----		
16. Should Negro and white school children be sent to separate schools?-----		
17. If you were a patient in a hospital would you permit a Negro intern to prescribe for you?-----		
18. If two people of different races marry, will their children be inferior?-----		
19. Is the blood of a Negro different from the blood of a white person?-----		
20. Are the Japanese a sneaky people?-----		
21. Are Italians hot-tempered?-----		
22. Are the Germans naturally a war-like people?		
23. Are you in favor of colleges maintaining quota systems in order to limit the number of Negro applicants?-----		
24. Are you in favor of colleges maintaining quota systems in order to limit the number of Jewish applicants?-----		
25. If immigration restrictions are lifted, would you prefer to have immigrants from Northern European countries rather than peoples from the Southern European lands?-----		
26. Will the admittance of new immigrants into the United States hurt the country?-----		
27. Do you think there is much racial discrimination in the United States?-----		





	Yes	No
28. Do you agree with the statement that race prejudice has always existed in the past and will always exist in the future?-----		
29. Do you think it is possible to change peoples' attitudes towards other people?-----		
30. Would you object to being taught by a Negro teacher?-----		
31. Are people born with ideas and attitudes towards others?-----		
32. Do you think the American Indians should make their homes on reservations?-----		

3. Negroes have just as much opportunity as white people to get any kind of job.

4. It is natural for peoples of different races to distrust each other.

5. The populations of European countries are more homogeneous than that of the United States.

6. The Negro has achieved equality in the North but has failed to do so in the South.

7. Differences in cultural development indicate differences in inherent ability.

8. National and religious groups have become the object of mass hatred.

9. Laws which have violated the Fourteenth Amendment of the constitution.

10. Prejudice must be fought by each generation.

11. There is equality of educational opportunity in the United States.

12. American Indians are not citizens of the United States.

13. Studies of race and culture show that no group is doomed by nature to an inferior social position.

14. Improving relations between racial and cultural groups is one of the most pressing needs of the modern world.





F. OBJECTIVE TEST - PREJUDICE

Name \_\_\_\_\_ Date \_\_\_\_\_

PART I  
True-False

Directions: If the question is true place a plus sign in the space to the left of the number. If it is false place a minus sign in the space.

- \_\_\_ 1. The largest and most widely distributed racial minority in the United States is the Negro.
- \_\_\_ 2. All peoples in the United States receive equal rights and privileges.
- \_\_\_ 3. Negroes have just as much opportunity as white people to get any kind of job.
- \_\_\_ 4. It is natural for peoples of different races to distrust each other.
- \_\_\_ 5. The populations of European countries are more homogeneous than that of the United States.
- \_\_\_ 6. The Negro has achieved economic equality in the North but has failed to do so in the South.
- \_\_\_ 7. Differences in cultural development indicate differences in inherent ability.
- \_\_\_ 8. National and religious groups have become the object of mass hatred.
- \_\_\_ 9. Labor unions have sometimes violated the Fourteenth amendment of the constitution.
- \_\_\_ 10. Prejudices must be learned by each generation.
- \_\_\_ 11. There is equality of educational opportunity in the United States.
- \_\_\_ 12. American Indians are not citizens of the United States.
- \_\_\_ 13. Studies of race and culture show that no group is doomed by nature to an inferior social position.
- \_\_\_ 14. Improving relations between racial and culture groups is one of the most pressing needs of the modern world.





- \_\_\_ 15. Attitudes are based on emotions.
- \_\_\_ 16. There is no relation between an equitable distribution of income and social justice.
- \_\_\_ 17. Environment and cultural background condition individual development.
- \_\_\_ 18. Anti-Semitism stems from religious differences.
- \_\_\_ 19. The Jewish people are a distinct racial group.
- \_\_\_ 20. Scientists find the races of mankind are equal in potential ability.
- \_\_\_ 21. Italians, Slavs, Greeks and Jews, although white, have been oppressed in this country because of economic competition and tradition.
- \_\_\_ 22. All races have distinct blood types.
- \_\_\_ 23. The Imperial valley was turned by the Japanese from a wasteland into one of the richest and most productive districts in California.
- \_\_\_ 24. Indian boarding schools have been replaced by day schools in the home environment.
- \_\_\_ 25. The white race outnumbers the colored peoples of the world.
- \_\_\_ 26. Within every large community of people, whether Italian, Jewish, Chinese or Indian there are wide differences between the intelligence of individuals.
- \_\_\_ 27. Southern states spend as much on the education of Negro children as on that of white children.
- \_\_\_ 28. Immigrants settled in congested districts because they are accustomed to such conditions in the old world.
- \_\_\_ 29. The Ku-Klux Klan is an expression of fear psychology.
- \_\_\_ 30. Discrimination is a device for maintaining social distance.
- \_\_\_ 31. Mexicans have always lived in hovels so accept living conditions in the beet fields.
- \_\_\_ 32. Prejudice is a subconscious defense mechanism.





- \_\_\_ 33. Social support and discipline are necessary to most people.
- \_\_\_ 34. Educating the Mexican is educating him away from his job.
- \_\_\_ 35. Foreigners are ignorant and superstitious.
- \_\_\_ 36. Diminished social control demands increase of intelligent self-control and understanding which is relatively common.
- \_\_\_ 37. The freedom and independence in this country bring the children into conflict with their first-generation parents.
- \_\_\_ 38. Freedom of conscience which motivated many of the earliest Americans has always been extended to others.
- \_\_\_ 39. Educated Chinese are proud of "Chinatown" as representative of the best of their race.
- \_\_\_ 40. The motives that brought the "new" immigrants to America were no less respectable than those of the Pilgrim fathers, Huguenots or the early Pennsylvania Dutch.
- \_\_\_ 41. Class distinction does not exist in the United States.
- \_\_\_ 42. Aggressiveness is the ordinary reaction of the suppressed individual who tries to make up for his inferiority.
- \_\_\_ 43. Nationalities to a great extent play the role of classes in the American social structure.

## PART II - MULTIPLE CHOICE

Directions: The following are multiple-choice items, one answer being more acceptable than the others. Place the letter of the right answer in the margin at the left.

- \_\_\_ 1. The unconscious manner in which individuals respond to culture influences is due to a. social conditioning b. inborn traits c. intellectual attitudes d. physical characteristics.
- \_\_\_ 2. Prejudice is an outgrowth of a. innate racial repugnances b. individual peculiarities c. social and economic insecurity d. behavior traits.







- \_\_\_\_\_ 3. Unity of a people comes from a. legal restrictions  
b. uniformity c. a common purpose d. a common culture.
- \_\_\_\_\_ 4. Indian communities degenerated because a. they were inferior to white people b. unwise government policy made them dependent c. they were incapable of adapting themselves to white civilization d. government schools did not produce effective leadership.
- \_\_\_\_\_ 5. The term Aryan denotes a. cultural development  
b. intellectual status c. linguistic families  
d. racial stock.
- \_\_\_\_\_ 6. Anti-Semitism stems from a. economic uncertainties  
b. Jewish aggressiveness c. religious differences  
d. physical characteristics.
- \_\_\_\_\_ 7. Negroes of America are not as healthy a group as white people because a. they lack the stamina of the white race b. they have unstable habits c. poverty leads to undernourishment and sickness d. they do not observe hygienic rules.
- \_\_\_\_\_ 8. Negroes have been excluded from many unions because they a. do not like to work b. have no training in the skilled trades c. do not care to join unions  
d. are an economic threat to the whites.

Directions: The following are reverse multiple-choice items. One of the answers is less true than the others. Place the letter of the right answer in the margin at the left.

- \_\_\_\_\_ 1. Discrimination results in a. frustration of ambition  
b. great waste of manpower c. more equitable competition d. warped personalities.
- \_\_\_\_\_ 2. The immigrant is a product of lack of adjustment in his homeland because a. he is a malcontent b. he is more ambitious than his opportunities offer c. his spiritual life is repressed d. he is out of harmony with the social mores.
- \_\_\_\_\_ 3. Social rejection often develops a. excessive sensitivity b. a chip on the shoulder attitude c. an incapacity to view personal problems objectively  
d. sympathetic understanding.
- \_\_\_\_\_ 4. Animosity is felt toward the alien because a. he is a potential threat to existing standards b. differences in behavior are resented as evidence of deficiency c. he represents the least desirable element of his native land d. he is not judged as an indivi-





- dual.
- \_\_\_ 5. European populations represent great fusions of people such as is beginning to take place here because during the centuries there have been a. intermarriages b. migrations c. mores d. infiltrations.
- \_\_\_ 6. Boarding schools provided for the education of Indian children by the federal government a. taught the pupils to despise their ancestral customs b. gave them academic and vocational training c. taught them a few rules of hygiene d. equipped them for leadership on the reservation.
- \_\_\_ 7. Differences among nationalities and races are traceable to a. training b. environment a. education d. intelligence.
- \_\_\_ 8. Civic responsibility stems from a. mature personalities b. equality of opportunity, educational and economic c. interest in the general welfare d. economic investment.

### PART III- MATCHING

Directions: Place in the blank before each name the number of the item with which the person is identified.

#### A. Outstanding Negroes:

- \_\_\_ Henry Burleigh  
 \_\_\_ Marion Anderson  
 \_\_\_ Paul Robeson  
 \_\_\_ Crispus Attucks  
 \_\_\_ W.E.B. DuBois  
 \_\_\_ Booker T. Washington  
 \_\_\_ Paul R. Williams

1. Man of letters  
 2. Educator  
 3. Contralto  
 4. Singer and actor  
 5. Architect  
 6. Composer of sacred music  
 7. First to be killed in Boston massacre  
 8. Artist

#### B. Outstanding Jews:

- \_\_\_ George Gershwin  
 \_\_\_ Walter Lippmann  
 \_\_\_ Edna Ferber  
 \_\_\_ Louis Brandeis  
 \_\_\_ Karl Landsteiner  
 \_\_\_ Walter Damrosch  
 \_\_\_ Abraham Jacobi  
 \_\_\_ Bernard Baruch

1. Novelist  
 2. Symphony conductor  
 3. Nobel prize for classifying human blood into types.  
 4. Associate justice supreme court.  
 5. Introduced the study of children's diseases in U.S.  
 6. Composer  
 7. Noted journalist  
 8. Economist and presidential adviser





C.

- |                                        |                                 |
|----------------------------------------|---------------------------------|
| <u>      </u> Thaddeus Koscuisko       | 1. Founder of International     |
| <u>      </u> Haym Solomon             | Institute of Agriculture        |
| <u>      </u> George Washington Carver | 2. Organizer of A.F. of L.      |
| <u>      </u> Samuel Gompers           | 3. Scientist                    |
| <u>      </u> David Lubin              | 4. Physician: invented electric |
| <u>      </u> D.J. Calicchio           | blood transfusion apparatus     |
| <u>      </u> Antonio Rossi            | 5. Banker who aided American    |
|                                        | Revolution with loans           |
|                                        | 6. Banker and philanthropist    |
|                                        | 7. Founder of West Point        |
|                                        | 8. Inventor of telescope        |
|                                        | 9. Violinist                    |

D. Identify by means of a    the races into which mankind has been classified by scientists:

- a.        Aryan  
 b.        Chinese  
 c.        White  
 d.        Black  
 e.        Indian  
 f.        Yellow  
 g.        Nordic

E.

- |                              |                                            |
|------------------------------|--------------------------------------------|
| <u>      </u> Discrimination | 1. Is definite in its Negro policy.        |
| <u>      </u> N.A.A.C.P.     | 2. Is anti-democratic.                     |
| <u>      </u> North          | 3. Is hypocritical in its Negro policy.    |
| <u>      </u> Ku-Klux Klan   | 4. Practices little or no discrimination.  |
| <u>      </u> South          | 5. Is a pressure group for more democracy. |
|                              | 6. Is an anti-democratic pressure group.   |

F. No one can estimate the contribution the 38 million immigrants to the United States have made. Here are a few foreign born citizens who gave much to America. Identify them with their country of origin and the activity that made them famous:

- |                                |                 |                |
|--------------------------------|-----------------|----------------|
| <u>( ) ( )</u> Joseph Pulitzer | 1. Author       | a. Germany     |
| <u>( ) ( )</u> Michael Pupin   | 2. Scientist    | b. Japan       |
| <u>( ) ( )</u> Louis Adamic    | 3. Newspaper    | c. Yugo-Slavia |
| <u>( ) ( )</u> Albert Einstein | publisher       | d. Hungary     |
| <u>( ) ( )</u> H. Noguchi      | 4. Physicist    | e. Russia      |
|                                | 5. Inventor     | f. Hungary     |
|                                | 6. Symphony     | g. Italy       |
|                                | conductor       |                |
|                                | 7. Manufacturer |                |

G. Identify the race to which the following groups of people belong:

- a. (            )      b. (            )      c. (            )







1. Negro
2. Jewish
3. Filipino
4. Japanese
5. Indian
6. Italian
7. Chinese
8. Polish

H. Identify the following distinguished Italians with the work that distinguished them:

- |                          |                                  |
|--------------------------|----------------------------------|
| _____ Enrico Caruso      | 1. Governor of Rhode Island      |
| _____ Arturo Toscanini   | 2. His voyages were used by the  |
| _____ Fiorello LaGuardia | British to claim the mainland    |
| _____ John O. Pastore    | of North America                 |
| _____ John Cabot         | 3. Symphony conductor            |
|                          | 4. Former mayor of New York City |
|                          | 5. Operatic tenor                |
|                          | 6. Poet                          |
|                          | 7. Author                        |

#### PART IV - EVALUATION

A. Mark with a 1 the words that carry implications of superiority or prejudice.

- |                           |                             |
|---------------------------|-----------------------------|
| 1. ( ) tolerance          | 10. ( ) half-caste          |
| 2. ( ) Norwegian          | 11. ( ) Jap                 |
| 3. ( ) Polack             | 12. ( ) horde of immigrants |
| 4. ( ) white man's burden | 13. ( ) kike                |
| 5. ( ) little yellow men  | 14. ( ) wop                 |
| 6. ( ) Chink              | 15. ( ) dago                |
| 7. ( ) Oriental           | 16. ( ) nigger              |
| 8. ( ) half-breed         | 17. ( ) culture             |
| 9. ( ) Japanese           | 18. ( ) immigrant           |

B. This part consists of selections. Following the passages are several items based on the selection. If you think the statement is true, mark it with a 1, if false mark it with an 0.

"Richard Harrison, who played with distinction the part of the 'Lawd' in Green Pastures was given a reception in the governor's mansion on concluding the southern tour in Texas. That night he was refused a berth on the train and had to make an all-night trip sitting up in the shabby 'Jim Crow' coach. It is a little known fact that Richard Harrison died of a cold contracted during an overnight stay in an unheated railway station as no hotel was willing to give him a room."

- ( ) Richard Harrison was a Negro
- ( ) Keeping the Negro in his place is necessary even though it is a hardship on a small number of them.





- ( ) Great adaptability is required of a Negro.
- ( ) People should be judged on their own merits.
- ( ) A Negro can never know what the attitude of a white person toward him will be.

C. "An old Talmudic story tells of a certain Roman emperor who one day ordered a Jewish peasant who had not saluted him to be executed for disloyalty, and the next day ordered another Jewish peasant who saluted him to be executed for pretentiousness."

- ( ) The story illustrates how prejudice is rationalized.
- ( ) Farming is not a Jewish occupation.
- ( ) The Romans were not civilized.
- ( ) The Jewish people have a gift for antagonizing people.

D. "From early childhood the white man is accustomed to look down upon the black as a member of the servant class, as one who definitely occupies an inferior status in the same system."

- ( ) The superior position of white people reflects their superior gifts.
- ( ) The white race restricts opportunities that permit the Negro to advance and then rationalizes about his inferiority as a defense mechanism.
- ( ) Negroes are conscious at an early age of the attitude of white people toward them.
- ( ) The inferior position of Negroes reflects their inferior intelligence.
- ( ) If Negroes had native ability white people would be compelled to recognize it.
- ( ) People associate inferior position with inferior intelligence.
- ( ) If Negroes are innately inferior, white people do not have to feel guilty for keeping them down.
- ( ) People may develop feelings of inferiority because of the attitudes of others toward them.
- ( ) You can't keep a good man down.





# KEY TO OBJECTIVE TEST ON PREJUDICE

## Part I

### True-False

- |       |       |       |
|-------|-------|-------|
| 1. T  | 15. T | 29. T |
| 2. F  | 16. F | 30. T |
| 3. F  | 17. T | 31. F |
| 4. F  | 18. F | 32. T |
| 5. F  | 19. F | 33. T |
| 6. F  | 20. T | 34. F |
| 7. F  | 21. T | 35. F |
| 8. T  | 22. F | 36. F |
| 9. T  | 23. T | 37. T |
| 10. T | 24. T | 38. F |
| 11. F | 25. F | 39. F |
| 12. F | 26. T | 40. T |
| 13. T | 27. F | 41. F |
| 14. T | 28. F | 42. F |
|       |       | 43. T |

## Part II Multiple Choice

## Reverse Multiple Choice

- |      |      |      |      |
|------|------|------|------|
| 1. a | 5. c | 1. c | 5. c |
| 2. b | 6. a | 2. a | 6. d |
| 3. c | 7. c | 3. d | 7. d |
| 4. b | 8. d | 4. c | 8. b |

## Part III Matching

- A. 6, 3, 4, 7, 1, 2, 5.  
 B. 6, 7, 1, 4, 3, 2, 5, 8.  
 C. 7, 5, 3, 2, 1, 4, 6.  
 D. e, d, f.  
 E. 2, 5, 3, 6, 1.  
 F. 3, d; 5, d; 1, c; 4, a; 2, b.  
 G. a-2, 7, 8, 10; b-1; c-3, 4, 5, 6, 9.  
 H. 5, 3, 4, 1, 2.

## Part IV Evaluation

- A. 1 3, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 16, 18.  
 B. 1, 0, 1, 1, 1,  
 C. 1, 0, 0, 0.  
 D. 0, 1, 1, 0, 0, 1, 1, 1, 0.





G. BIBLIOGRAPHY

1. Benedict, Ruth and Weltfish, Gene, Races of Mankind, Public Affairs Pamphlet, No. 85.
2. Bergland, Vivian E., "Study of Prejudice", English Journal, 34:440-7, October 1945.
3. Brown, Francis J., and Roucek, Joseph F., One America, Prentice-Hall, Inc., 1945.
4. California Elementary School Principals' Association, Education for Cultural Unity, 17th Yearbook, pp. 51-4.
5. Davis, Allison and Dollard John, Children of Bondage, Washington: American Council on Education, 1940.
6. Fisher, William, "Not Tolerance Alone", Clearing House, October 1945, pp. 401-3.
7. Jones, C., "Pupils' Common Interests Help Schools Intercultural Efforts", Clearing House, 20:493-4, April 1946.
8. King, Allen Y., "Intercultural Education in the Cleveland Social Studies Program", Social Education, February 1947.
9. Locke, Alain and Stern, B.J., Editors, When Peoples Meet, New York: Progressive Education Association, 1942.
10. Humphrey, N.D., "Race Can Work Toward Democracy", Social Studies, 35:246-8, October 1944.
11. MacIntire, Frances W., "Appreciating Others", National Education Association, November 1947, p.566.
12. Mathews, M., "Race Relations", Journal Educational Sociology, 19:198-206, November 1945.
13. Schrieke, B., Alien Americans, New York: Viking Press, 1936.
14. Taba, Hilda and Van Til, William, Editors, Democratic Human Relations, 16th Yearbook, National Council of the Social Studies, 1945.
15. Taylor, J.T., "South, Democracy and the Negro", High School Journal, 27:188-94, November 1944.
16. Traup Cornelius V., "Fostering Intercultural Relations", Phi Delta Kappan, November 1947.





17. Watson, Goodwin, Action For Unity, New York: Harper and Brothers, 1947.
18. Weaver, G. L., and P., "Role of Organized Labor in Education for Racial Understanding," Journal Negro Education, 13:414-20, July 1944.



17. Watson, Goodwin, Action for Unity, New York: Harper and Brothers, 1947.
18. Weaver, G. L., and B., "Role of Organized Labor in Education for Racial Understanding," Journal Negro Education, 13:414-20, July 1944.





